

Preaward Compliance Review Report for All Applicants and Recipients Requesting EPA Financial Assistance

Note: Read Instructions before completing form.

I. A. Applicant/Recipient (Name, Address, City, State, Zip Code)

Name:

Address:

City:

State: Zip Code:

B. DUNS No.

II. Is the applicant currently receiving EPA Assistance? ☐ Yes ☒ No

III. List all civil rights lawsuits and administrative complaints pending against the applicant/recipient that allege discrimination based on race, color, national origin, sex, age, or disability. (Do not include employment complaints not covered by 40 C.F.R. Parts 5 and 7.)

N/A

IV. List all civil rights lawsuits and administrative complaints decided against the applicant/recipient within the last year that allege discrimination based on race, color, national origin, sex, age, or disability and enclose a copy of all decisions. Please describe all corrective actions taken. (Do not include employment complaints not covered by 40 C.F.R. Parts 5 and 7.)

N/A

V. List all civil rights compliance reviews of the applicant/recipient conducted by any agency within the last two years and enclose a copy of the review and any decisions, orders, or agreements based on the review. Please describe any corrective action taken. (40 C.F.R. § 7.80(c)(3))

N/A

VI. Is the applicant requesting EPA assistance for new construction? If no, proceed to VII; if yes, answer (a) and/or (b) below.

☐ Yes ☒ No

a. If the grant is for new construction, will all new facilities or alterations to existing facilities be designed and constructed to be readily accessible to and usable by persons with disabilities? If yes, proceed to VII; if no, proceed to VI(b).

☐ Yes ☐ No

b. If the grant is for new construction and the new facilities or alterations to existing facilities will not be readily accessible to and usable by persons with disabilities, explain how a regulatory exception (40 C.F.R. 7.70) applies.

N/A

VII. Does the applicant/recipient provide initial and continuing notice that it does not discriminate on the basis of race, color, national origin, sex, age, or disability in its program or activities? (40 C.F.R. 5.140 and 7.95)

☒ Yes ☐ No

a. Do the methods of notice accommodate those with impaired vision or hearing?

☒ Yes ☐ No

b. Is the notice posted in a prominent place in the applicant's offices or facilities or, for education programs and activities, in appropriate periodicals and other written communications?

☒ Yes ☐ No

c. Does the notice identify a designated civil rights coordinator?

☒ Yes ☐ No

VIII. Does the applicant/recipient maintain demographic data on the race, color, national origin, sex, age, or handicap of the population it serves? (40 C.F.R. 7.85(a))

☒ Yes ☐ No

IX. Does the applicant/recipient have a policy/procedure for providing access to services for persons with limited English proficiency? (40 C.F.R. Part 7, E.O. 13166)

☒ Yes ☐ No

- X. If the applicant is an education program or activity, or has 15 or more employees, has it designated an employee to coordinate its compliance with 40 C.F.R. Parts 5 and 7? Provide the name, title, position, mailing address, e-mail address, fax number, and telephone number of the designated coordinator.**

Timothy A. Hemphill, CPA, Vice President & CFO
a: 2000 Tulane Avenue 4th Floor, New Orleans, LA 70112
d: 504.568.5726 m: 504.919.8954 f: 504.568.3460
e: themphill@lsuhealthfoundation.org

- XI. If the applicant is an education program or activity, or has 15 or more employees, has it adopted grievance procedures that assure the prompt and fair resolution of complaints that allege a violation of 40 C.F.R. Parts 5 and 7? Provide a legal citation or Internet Address for, or a copy of, the procedures.**

Internal Complaint Policy & Procedures
Individuals who believe they have been the victims of conduct prohibited by the Anti-Harassment & Discrimination Policy or who believe they have witnessed such conduct should discuss their concerns with their immediate supervisor or any member of management.
When possible, the Company encourages individuals who believe they are being subjected to such conduct to promptly advise the offender that his or her behavior is unwelcome and request that it be discontinued. Often this action alone will resolve the problem. The Company recognizes, however, that an individual may prefer to pursue the matter through complaint procedures.
If you believe that you are being subjected to workplace harassment:
1. Explain to the harasser that his or her actions are not welcome, and they must stop, only if you feel comfortable enough to do so.
2. Whether you address the harasser directly or not, report the incident immediately to your (Ran out of Space)

For the Applicant/Recipient

I certify that the statements I have made on this form and all attachments thereto are true, accurate and complete. I acknowledge that any knowingly false or misleading statement may be punishable by fine or imprisonment or both under applicable law. I assure that I will fully comply with all applicable civil rights statutes and EPA regulations.

A. Signature of Authorized Official

Denise DeLany

B. Title of Authorized Official

President and Chief Executive Officer

C. Date

03/24/2022

For the U.S. Environmental Protection Agency

I have reviewed the information provided by the applicant/recipient and hereby certify that the applicant/recipient has submitted all preaward compliance information required by 40 C.F.R. Parts 5 and 7; that based on the information submitted, this application satisfies the preaward provisions of 40 C.F.R. Parts 5 and 7; and that the applicant has given assurance that it will fully comply with all applicable civil rights statutes and EPA regulations.

A. *Signature of Authorized EPA Official

B. Title of Authorized Official

C. Date

*** See Instructions**

Instructions for EPA FORM 4700-4 (Rev. 06/2014)

General. Recipients of Federal financial assistance from the U.S. Environmental Protection Agency must comply with the following statutes and regulations.

Title VI of the Civil Rights Acts of 1964 provides that no person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. The Act goes on to explain that the statute shall not be construed to authorize action with respect to any employment practice of any employer, employment agency, or labor organization (except where the primary objective of the Federal financial assistance is to provide employment). Section 13 of the 1972 Amendments to the Federal Water Pollution Control Act provides that no person in the United States shall on the ground of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under the Federal Water Pollution Control Act, as amended. Employment discrimination on the basis of sex is prohibited in all such programs or activities. Section 504 of the Rehabilitation Act of 1973 provides that no otherwise qualified individual with a disability in the United States shall solely by reason of disability be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Employment discrimination on the basis of disability is prohibited in all such programs or activities. The Age Discrimination Act of 1975 provides that no person on the basis of age shall be excluded from participation under any program or activity receiving Federal financial assistance. Employment discrimination is not covered. Age discrimination in employment is prohibited by the Age Discrimination in Employment Act administered by the Equal Employment Opportunity Commission. Title IX of the Education Amendments of 1972 provides that no person in the United States on the basis of sex shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance. Employment discrimination on the basis of sex is prohibited in all such education programs or activities. Note: an education program or activity is not limited to only those conducted by a formal institution. 40 C.F.R. Part 5 implements Title IX of the Education Amendments of 1972. 40 C.F.R. Part 7 implements Title VI of the Civil Rights Act of 1964, Section 13 of the 1972 Amendments to the Federal Water Pollution Control Act, and Section 504 of The Rehabilitation Act of 1973. The Executive Order 13166 (E.O. 13166) entitled; "Improving Access to Services for Persons with Limited English Proficiency" requires Federal agencies work to ensure that recipients of Federal financial assistance provide meaningful access to their LEP applicants and beneficiaries.

Items "Applicant" means any entity that files an application or unsolicited proposal or otherwise requests EPA assistance. 40 C.F.R. §§ 5.105, 7.25. "Recipient" means any entity, other than applicant, which will actually receive EPA assistance. 40 C.F.R. §§ 5.105, 7.25. "Civil rights lawsuits and administrative complaints" means any lawsuit or administrative complaint alleging discrimination on the basis of race, color, national origin, sex, age, or disability pending or decided against the applicant and/or entity which actually benefits from the grant, but excluding employment complaints not covered by 40 C.F.R. Parts 5 and 7. For example, if a city is the named applicant but the grant will actually benefit the Department of Sewage, civil rights lawsuits involving both the city and the Department of Sewage should be listed. "Civil rights compliance review" means any review assessing the applicant's and/or recipient's compliance with laws prohibiting discrimination on the basis of race, color, national origin, sex, age, or disability. Submit this form with the original and required copies of applications, requests for extensions, requests for increase of funds, etc. Updates of information are all that are required after the initial application submission. If any item is not relevant to the project for which assistance is requested, write "NA" for "Not Applicable." In the event applicant is uncertain about how to answer any questions, EPA program officials should be contacted for clarification. * Note: Signature appears in the Approval Section of the EPA Comprehensive Administrative Review For Grants/Cooperative Agreements & Continuation/Supplemental Awards form.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment

Delete Optional Other Attachment

View Optional Other Attachment



EPA KEY CONTACTS FORM

OMB Number: 2030-0020
Expiration Date: 06/30/2024

Authorized Representative: *Original awards and amendments will be sent to this individual for review and acceptance, unless otherwise indicated.*

Name:	Prefix:	First Name: Matt	Middle Name:
	Last Name: Altier		Suffix:
Title:	President and Chief Executive Officer		
Complete Address:			
Street1:	2000 Tulane Avenue		
Street2:			
City:	New Orleans	State:	LA: Louisiana
Zip / Postal Code:	70112	Country:	USA: UNITED STATES
Phone Number:	5045681608	Fax Number:	
E-mail Address:	maltier@lsuhealthfoundation.org		

Payee: *Individual authorized to accept payments.*

Name:	Prefix:	First Name: Laurie	Middle Name:
	Last Name: Phillips		Suffix:
Title:	Accounting Manager		
Complete Address:			
Street1:	2000 Tulane Avenue		
Street2:			
City:	New Orleans	State:	LA: Louisiana
Zip / Postal Code:	70112	Country:	USA: UNITED STATES
Phone Number:	504-568-3712	Fax Number:	
E-mail Address:	lphillips@lsuhealthfoundation.org		

Administrative Contact: *Individual from Sponsored Programs Office to contact concerning administrative matters (i.e., indirect cost rate computation, rebudgeting requests etc).*

Name:	Prefix:	First Name: Denise	Middle Name:
	Last Name: DeLany		Suffix:
Title:	Director of Grants		
Complete Address:			
Street1:	2000 Tulane Avenue		
Street2:			
City:	New Orleans	State:	LA: Louisiana
Zip / Postal Code:	70112	Country:	USA: UNITED STATES
Phone Number:	337-405-9113	Fax Number:	
E-mail Address:	grants@lsuhealthfoundtion.org		

EPA KEY CONTACTS FORM

Project Manager: *Individual responsible for the technical completion of the proposed work.*

Name: **Prefix:** **First Name:** **Middle Name:**

Last Name: **Suffix:**

Title:

Complete Address:

Street1:

Street2:

City:

State:

Zip / Postal Code:

Country:

Phone Number:

Fax Number:

E-mail Address:

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

BUDGET INFORMATION - Non-Construction Programs

OMB Number: 4040-0006
Expiration Date: 02/28/2022

SECTION A - BUDGET SUMMARY

Grant Program Function or Activity (a)	Catalog of Federal Domestic Assistance Number (b)	Estimated Unobligated Funds		New or Revised Budget		
		Federal (c)	Non-Federal (d)	Federal (e)	Non-Federal (f)	Total (g)
1. Claiborne Reborn: "Inpowering" Treme through a Multi- Generational Campaign of Citizen Science, Cultural Preservation, an	66.034	\$	\$	\$ 498,480.00	\$ 0.00	\$ 498,480.00
2.						
3.						
4.						
5. Totals		\$	\$	\$ 498,480.00	\$ 0.00	\$ 498,480.00

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SECTION B - BUDGET CATEGORIES

6. Object Class Categories	GRANT PROGRAM, FUNCTION OR ACTIVITY				Total (5)
	(1)	(2)	(3)	(4)	
	<div style="border: 1px solid black; padding: 5px; min-height: 150px;"> Claiborne Reborn: "Inpowering" Treme through a Multi- Generational Campaign of Citizen Science, Cultural Preservation, an </div>				
a. Personnel	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>
b. Fringe Benefits	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
c. Travel	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
d. Equipment	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
e. Supplies	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
f. Contractual	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
g. Construction	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>
h. Other	498,480.00	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	498,480.00
i. Total Direct Charges (sum of 6a-6h)	498,480.00	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	\$ 498,480.00
j. Indirect Charges	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	<input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>
k. TOTALS (sum of 6i and 6j)	\$ 498,480.00	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ 498,480.00
7. Program Income	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>	\$ <input style="width: 100%;" type="text"/>

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SECTION C - NON-FEDERAL RESOURCES					
(a) Grant Program		(b) Applicant	(c) State	(d) Other Sources	(e)TOTALS
8.	Claiborne Reborn: "Inpowering" Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, an	\$	\$	\$	\$
9.					
10.					
11.					
12. TOTAL (sum of lines 8-11)		\$	\$	\$	\$

SECTION D - FORECASTED CASH NEEDS					
	Total for 1st Year	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter
13. Federal	\$ 304,981.00	\$ 80,000.00	\$ 80,000.00	\$ 72,491.00	\$ 72,490.00
14. Non-Federal	\$				
15. TOTAL (sum of lines 13 and 14)	\$ 304,981.00	\$ 80,000.00	\$ 80,000.00	\$ 72,491.00	\$ 72,490.00

SECTION E - BUDGET ESTIMATES OF FEDERAL FUNDS NEEDED FOR BALANCE OF THE PROJECT					
(a) Grant Program		FUTURE FUNDING PERIODS (YEARS)			
		(b)First	(c) Second	(d) Third	(e) Fourth
16.	Claiborne Reborn: "Inpowering" Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, an	\$ 193,499.00	\$	\$	\$
17.					
18.					
19.					
20. TOTAL (sum of lines 16 - 19)		\$ 193,499.00	\$	\$	\$

SECTION F - OTHER BUDGET INFORMATION	
21. Direct Charges: 498,480	22. Indirect Charges:
23. Remarks: Applicant does not have a federally negotiated Indirect Cost Rate and will be submitting an application if awarded.	

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Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

03/24/2022

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

LSU Health Foundation

* b. Employer/Taxpayer Identification Number (EIN/TIN):

721115391

* c. Organizational DUNS:

9451656520000

d. Address:

* Street1:

2000 Tulane Avenue

Street2:

* City:

New Orleans

County/Parish:

* State:

LA: Louisiana

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

70112-2250

e. Organizational Unit:

Department Name:

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

* First Name:

Denise

Middle Name:

* Last Name:

DeLany

Suffix:

Title:

Director of Grants

Organizational Affiliation:

* Telephone Number:

337-405-9113

Fax Number:

* Email:

grants@lsuhealthfoundation.org

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Environmental Protection Agency

11. Catalog of Federal Domestic Assistance Number:

66.034

CFDA Title:

Surveys, Studies, Research, Investigations, Demonstrations, and Special Purpose Activities
Relating to the Clean Air Act

* 12. Funding Opportunity Number:

EPA-OAR-OAQPS-22-01

* Title:

Enhanced Air Quality Monitoring for Communities

13. Competition Identification Number:

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

1239-Areas Affected by Project.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Claiborne Reborn: "Inpowering" Treme through a Multi-Generational Campaign of Citizen Science,
Cultural Preservation, and Deliberative Community Engagement to Redress Interstate-10 Inequities

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

2nd

* b. Program/Project

2nd

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

12/01/2022

* b. End Date:

11/30/2024

18. Estimated Funding (\$):

* a. Federal

498,480.00

* b. Applicant

0.00

* c. State

0.00

* d. Local

0.00

* e. Other

0.00

* f. Program Income

0.00

* g. TOTAL

498,480.00

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Matt

Middle Name:

* Last Name:

Altier

Suffix:

* Title:

President and Chief Executive Officer

* Telephone Number:

504-568-1608

Fax Number:

* Email:

maltier@lsuhealthfoundation.org

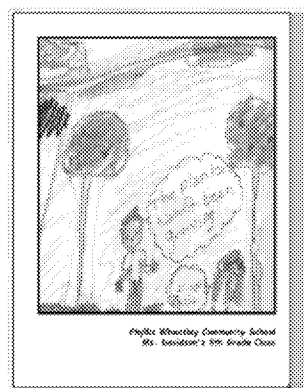
* Signature of Authorized Representative:

Denise DeLany

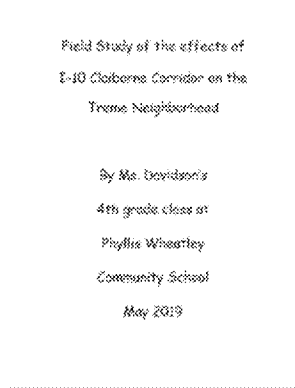
* Date Signed:

03/24/2022

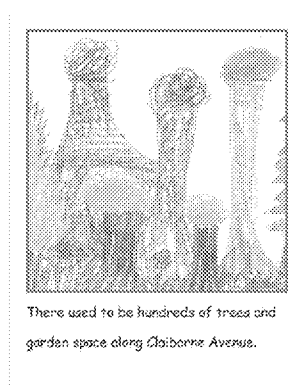
Attachment E. Children's Book: "Field Study of the Effects of I-10 Claiborne Corridor on the Treme Neighborhood" (May, 2019)



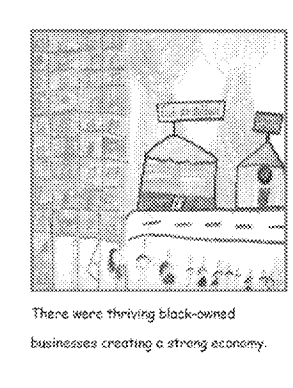
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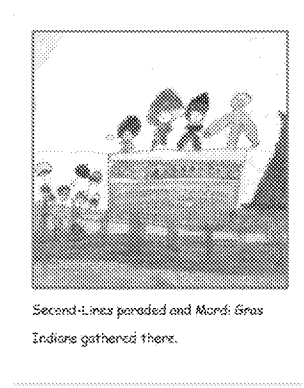
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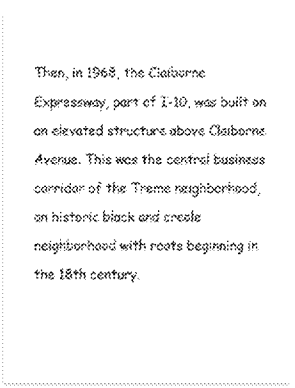
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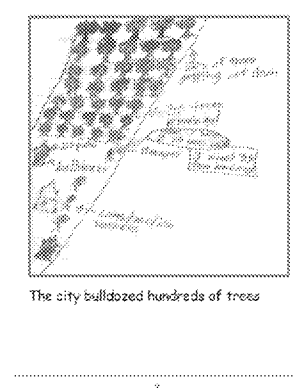
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5



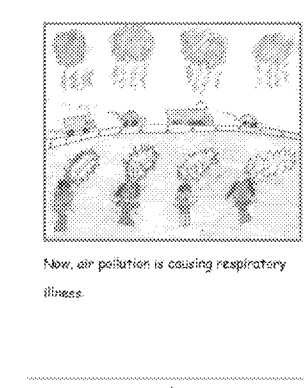
6



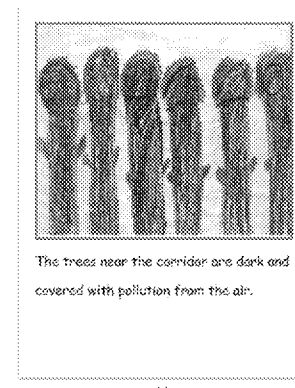
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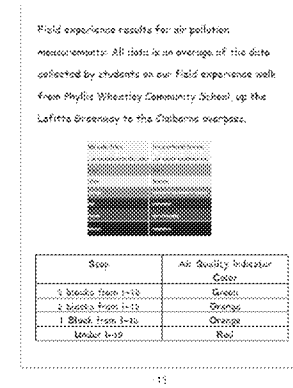
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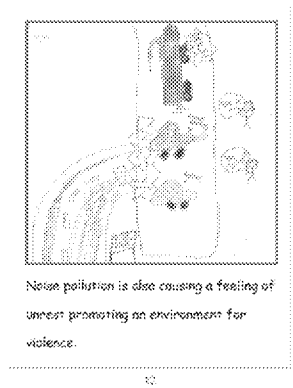
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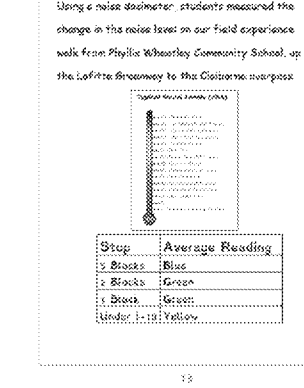
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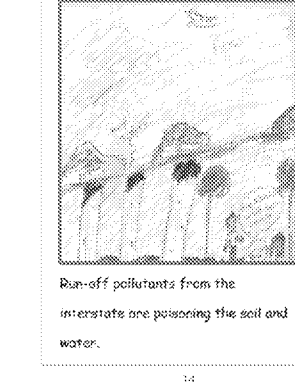
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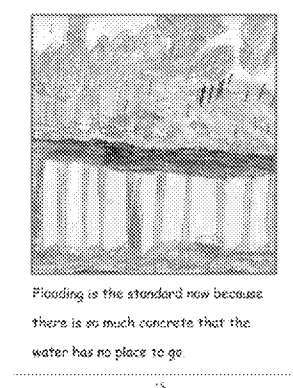
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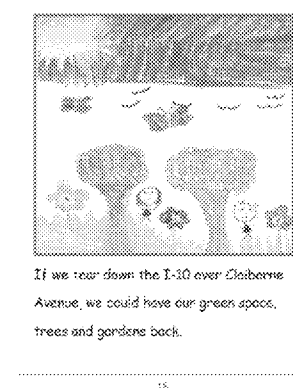
13



14



15



16

New Orleans

Manifest for Grant Application # GRANT13579618

Grant Application XML file (total 1):

1. GrantApplication.xml. (size 25090 bytes)

Forms Included in Zip File(total 6):

1. Form ProjectNarrativeAttachments_1_2-V1.2.pdf (size 16020 bytes)

2. Form SF424_3_0-V3.0.pdf (size 24200 bytes)

3. Form SF424A-V1.0.pdf (size 23015 bytes)

4. Form EPA4700_4_3_0-V3.0.pdf (size 23379 bytes)

5. Form OtherNarrativeAttachments_1_2-V1.2.pdf (size 15890 bytes)

6. Form EPA_KeyContacts_2_0-V2.0.pdf (size 37308 bytes)

Attachments Included in Zip File (total 6):

1. OtherNarrativeAttachments_1_2 OtherNarrativeAttachments_1_2-Attachments-1235-Attachment E - Children's Book.pdf application/pdf (size 777934 bytes)

2. OtherNarrativeAttachments_1_2 OtherNarrativeAttachments_1_2-Attachments-1237-Attachment G - Logic Model.pdf application/pdf (size 566400 bytes)

3. OtherNarrativeAttachments_1_2 OtherNarrativeAttachments_1_2-Attachments-1236-Attachment F - Curriculum.pdf application/pdf (size 1387677 bytes)

4. SF424_3_0 SF424_3_0-1239-Areas Affected by Project.pdf application/pdf (size 34402 bytes)

5. OtherNarrativeAttachments_1_2 OtherNarrativeAttachments_1_2-Attachments-1234-Mandatory Attachments.pdf application/pdf (size 4599018 bytes)

6. ProjectNarrativeAttachments_1_2 ProjectNarrativeAttachments_1_2-Attachments-1238-LSU Health Foundation Narrative.pdf application/pdf (size 1637658 bytes)

Attachment F. Selections from Free Online Environmental Public Health and Citizen Science High School Curriculum

OUTLINE

CURRICULUM OUTLINE: Environmental Public Health and Citizen Science

Lesson	Lesson Goal	Activities	Assessment/Activity/Feedback/End
Introduction	Students will be introduced to environmental health, environmental hazards, and the role of environmental health professionals. TOTAL TIME: 1 hour	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Community • Quiz • Reflection • Map of the United States
What Makes a Place Healthy?	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
Land and Water Pollution	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
Air Pollution	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States

Lesson	Lesson Goal	Activities	Assessment/Activity/Feedback/End
What Makes a Place Healthy?	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
Land and Water Pollution	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
Air Pollution	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States

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What Makes a Place Healthy?	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
Land and Water Pollution	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
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Lesson	Lesson Goal	Activities	Assessment/Activity/Feedback/End
What Makes a Place Healthy?	Students will understand the role of environmental health professionals in public health, environmental health, and environmental health. TOTAL TIME: 1.5 hours	<ul style="list-style-type: none"> • Story: Pollution • Overview activity • Set 5 10-min. video clips: 1. Air Quality, 2. Water Pollution, 3. Land Use, 4. Noise Pollution, 5. Chemical Pollution 	<ul style="list-style-type: none"> • Quiz • Map of the United States
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LESSON 1: INTRODUCTION TO ENVIRONMENTAL PUBLIC HEALTH AND CITIZEN SCIENCE

Introduction to Environmental Public Health & Citizen Science

Lesson Goal	Lesson Objectives
Students will be introduced to environmental public health, environmental hazards, and the role of environmental health professionals.	<ul style="list-style-type: none"> • Describe environmental public health • Describe environmental public health surveillance • Describe types of environmental public health data • Describe laws and regulations for environmental and health data • Monitor environmental public health • Environmental health career opportunities • Students will discuss current environmental issues that they think could potentially impact them

Activities	Background
<ul style="list-style-type: none"> • Ice breaker • Toxic Release Inventory (TRI) Analysis activity 	<p>The purpose of this lesson is to introduce students to the curriculum and basic concepts about environmental health. In addition, students will learn the opportunity to learn how environmental conditions are linked to health issues. This lesson will use current EPA's Toxic Substances Inventory analysis (TSI) to view information about environmental health practices, exposure trends to releases and pollution prevention activities in their communities.</p>

Materials	Concept Materials
<ul style="list-style-type: none"> • Ice breaker • Toxic Release Inventory (TRI) Analysis activity 	<ul style="list-style-type: none"> • Video about TRI: https://www.epa.gov/toxic-substances-inventory • TRI National Analysis: https://www.epa.gov/toxic-substances-inventory • What is the TRI National Analysis: https://www.epa.gov/toxic-substances-inventory

Time Breakdown:	Introduction
10 minutes	Introduction
30-45 minutes	TRI Analysis activity and Discussion
15-20 minutes	TRI Analysis activity and Discussion
5 minutes	Course conclusion review

Lesson Breakdown:	Introduction
10 minutes: Introduction	<ul style="list-style-type: none"> • Teacher will introduce self to class • Students will introduce themselves to teacher • Ice breaker (can choose from ice breaker options) • Polling activity • Quiz • Reflection
30-45 minutes: PowerPoint	<ul style="list-style-type: none"> • What is Environmental Health? • TRI: Talk about Environmental Health and location (based on course assembly) • Role of the Environment in public health • Example: The Environmental story • What are Environmental Hazards? • Health Effects • Exposure Factors • The impact of the environment on individuals is affected • Risk or necessity • Exposure • Demographics and social economic status • Why is understanding the environment-health connections important? • Emerging Issues • What is Environmental Health Professionals Do?
15-20 minutes:	<ul style="list-style-type: none"> • What is the TRI National Analysis? (polling video) • Open the TRI National Analysis website. Explore the "Data is dirty" and talk about differences throughout the country. • Click on your state and view the facilities. Discuss • Type in your zip code and view the facilities. Discuss • Discussion • What environmental issues do you think should be the biggest concern in our country and world? • Which ones are you most concerned about? • Which ones do you think affect you the most?
5 minutes: Conclusion	<ul style="list-style-type: none"> • The next topics that will be covered during the school year in the class • Final • Quiz • Final assessment • Water contamination • Water regulation • Environmental justice and other water sample collection • Health Communication

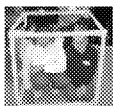
Homework Assignment:	Introduction
<ul style="list-style-type: none"> • Have students bring an old water bottle (minimum 1 liter) to class for the next lesson. 	<ul style="list-style-type: none"> • Have students bring an old water bottle (minimum 1 liter) to class for the next lesson.

NEW LESSON PLANS: TRAFFIC ASSOCIATED POLLUTANTS AND HEALTH IMPACTS

ACCESSING AND ANALYZING THE I-10 AIR AND SOUND MONITORING DATA

2025 RELEASE UNDER E.O. 14176

- [illegible]



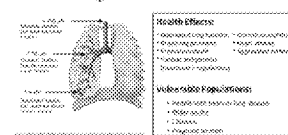
- [illegible]

3

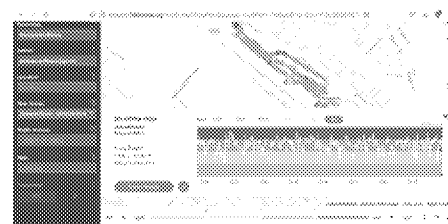
INTERPRETING THE AIR ACQUISITION DATA

- [illegible]

Monitoring for Particulates in the Air

[illegible]

- [illegible]



- ii. One thing we notice right away are the huge fluctuations in P&G's stock to the group without a crisis. Remember that the stock was already pretty wild that day.

SECRET//NOFORN

- [illegible]



1

Air Pollution: Benzene: Disorders

- [illegible]

Table 1. IJIC catalogues. Referring to the catalogue year: 2008 (2009)

		Actual Storage (kg/m ²)	Current Load (kg/m ²)	Net(%) Storage (Average(kg/m ²))	n
11008846	Pho				
04/10	Pho2.1	8	22	1.2 for 1 yr	1.25
City Park	Pho22	10	22	1.50 for 24-hr	2500

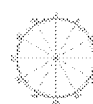
- **Below is a map of the location of what are called population centers located within a functional radius of the city.**
 - **Urban Formulation**
 (image based on the fact that living points, daylight conditions and location have an impact)



2

SHOWS EXACTLY THE DATA

3. One factor which impacts what we can measure is where we are in reference to the student and what theories that school is following. Look at this example that I find:
- a. Click on "Research" in the top left corner of the page.
 - b. Click on "Research" in the top left corner of the page.
 - c. Click on "Research" in the top left corner of the page.
 - d. Click on "Research" in the top left corner of the page.
 - e. Click on "Research" in the top left corner of the page.
 - f. Click on "Research" in the top left corner of the page.
 - g. Click on "Research" in the top left corner of the page.
 - h. Click on "Research" in the top left corner of the page.
 - i. Click on "Research" in the top left corner of the page.
 - j. Click on "Research" in the top left corner of the page.
 - k. Click on "Research" in the top left corner of the page.
 - l. Click on "Research" in the top left corner of the page.
 - m. Click on "Research" in the top left corner of the page.
 - n. Click on "Research" in the top left corner of the page.
 - o. Click on "Research" in the top left corner of the page.
 - p. Click on "Research" in the top left corner of the page.
 - q. Click on "Research" in the top left corner of the page.
 - r. Click on "Research" in the top left corner of the page.
 - s. Click on "Research" in the top left corner of the page.
 - t. Click on "Research" in the top left corner of the page.
 - u. Click on "Research" in the top left corner of the page.
 - v. Click on "Research" in the top left corner of the page.
 - w. Click on "Research" in the top left corner of the page.
 - x. Click on "Research" in the top left corner of the page.
 - y. Click on "Research" in the top left corner of the page.
 - z. Click on "Research" in the top left corner of the page.



20. EX: Words are always learned for the direction from which they blow so a wind that is North is coming from the north. Wind direction is typically reported in degrees, not bearings. The direction from which the wind originates. A difference of 270 degrees would indicate a wind blowing in from the rear. If the wind is a North wind it is blowing from the north to the south. Sometimes people can use the word "blowing" to mean "from" (like can blow "cold" or "hot" winds) and "blowing" to mean "to" (like can blow "up" or "down" the "wind" "down" the "road"). So "blowing" is in fact different and different. The word is blowing due north" means the wind is blowing from the north to the south.

9. This is a map of New Orleans which shows the Mississippi Expressway (the thick yellow line in the middle). Can you locate Jaxxon Park and Piggaswood? This is where we conduct the marshing. The map is positioned so that north is at the top and south is at the bottom of the map.

Attachment G. Logic Model with Evaluation Measures and Milestones

Table A-1. Project Timeline with Milestones, Performance Measures, Outputs and Expected Outcomes					
	Outputs		Outcomes		
	Activities	Milestones	Short Term	Medium Term	Long Term
AIR MONITORING (Responsible Partner: Dr. Dan Harrington)	Deployment of AirBeam-3 PM sensors by students and residents to conduct air quality monitoring in or near I-10	Data from student-led field monitoring will be uploaded to habitatmap.org/aircasting for free public access and downloading. Evaluation of sample data include: Number of samples, GPS coordinates, time/date, parameters such as PM2.5, PM1, PM10, temperature, humidity	Data available for residents, stakeholders, policymakers and other researchers to inform decision-making regarding future plans for I-10 corridor, or to inform other studies or urban plans	Decision-making at neighborhood, city, state and federal levels; and perhaps mitigation action(s) to remove, repair or repurpose, or other actions to address issues documented that are associated with the existing I-10 infrastructure.	Depending on policy-makers' response to reports, this may result in: 1) Reduction of certain air pollutant emissions; 2) Reduction of human exposure to certain air pollutant(s); 3) Improvement of health outcomes; and 4) Improvements in community walkability, public transit access, etc
	Compilation of primary and secondary air monitoring data from the I-10 neighborhood	Data summarized from other sources: US EPA, LA Department of Environmental Quality, and LA Department of Transportation databases, etc will be uploaded to https://www.claiborneavenuealliance.com/ for free public access and downloading. Evaluation of sample data include: Number of samples, GPS coordinates, time/date, analyte, temperature, humidity			
	Prepare plain-language summary report and presentation on PM levels near I-10	Report(s), powerpoint slides, talking points, educational flyers, maps, etc on air monitoring data results and implications to be presented to community, stakeholders, and policy-makers at deliberative community-engagement events (and to be made available free online at: https://www.claiborneavenuealliance.com/)	Answer to citizens' concern regarding potential environmental impacts of traffic-associated air pollution in neighborhoods adjacent to I-10; and information to inform decision-making regarding future plans for I-10 corridor.		
HEALTH ASSESSMENT (Responsible Partner: Dr. Edward Trapido)	Evaluation and summary of existing health outcome data for census tracts or zip codes surrounding I-10 (cancer, asthma, other respiratory, cardiovascular, reproductive health outcome, etc)	Plain-language summary report and presentation on relative rates of select air-traffic associated diseases for I-10 corridor residents and gaps in available health data. Summary data, final report, copy of presentation, summary flyer, maps, etc for distribution and discussion at deliberative community engagement events to be made available for free on Claiborne Avenue Alliance's website at: https://www.claiborneavenuealliance.com/	Answer to citizens' concern regarding potential health impacts of traffic-associated air pollution in neighborhoods adjacent to I-10; information for residents, stakeholders, policymakers and other researchers to inform decision-making regarding future plans for I-10 corridor; and perhaps evidence of a disproportionate burden on a minority population.	Decision-making at neighborhood, city, state and federal levels; and perhaps mitigation action(s) to remove, repair or repurpose, or other actions to address issues documented that are associated with the existing I-10 infrastructure.	Depending on policy-makers' response to reports, this may result in: 1) Reduction of certain air pollutant emissions; 2) Reduction of human exposure to certain air pollutant(s); 3) Improvement of health outcomes; and 4) Improvements in community walkability, public transit access, etc
STUDENT CITIZEN SCIENCE EDUCATION (Responsible Partner: Lusher High School and The Net)	Refinement and updating of student-focused citizen science lesson plans to including specific focus on traffic-associated air pollution and cultural aspects of the target neighborhood	A citizen science curriculum which educates students about risks associated with traffic-associated air pollution. Includes field-based curricular component for students to monitor particulate matter (PM); and lessons in EJ Screen applications. A full detailed curricular map including lesson plans, syllabi, competencies and monitoring protocol to be made available for free via a "sustainable lending library" model through various websites.	Increased access to information and tools that increase understanding and reduction of environmental and human health risks.	Motivated and empowered students with the confidence and skills to conduct and lead citizen science monitoring campaigns and deliberative community engagement events for the purpose of informing and influencing policies	A foundation of increased community capacity and improved collaborative networking for ongoing political engagement and cultural preservation

	Students present their data and develop either policy-, education- or technology-driven strategies for informing policy decisions, increasing resident awareness, and reducing resident, worker, and child exposures.	Student reports including strategies for informing policy decisions, increasing awareness and reducing exposures. Evaluation measures include: Number of student participants, report types and titles, local government authority interviews.			
RESIDENT CIT IZEN SCIENCE EDUCATION (Responsible Partner: Dr. Adrienne Katner)	Design, testing and refinement of resident-focused lesson plans on traffic-associated air pollution.	A citizen science curriculum which educates residents about risks associated with traffic-associated air pollution. Includes field-based curricular component for residents to monitor particulate matter (PM); and lessons in EJ Screen applications. A full detailed curricular map including syllabi and competencies will be made available free on various websites.	Increased access to information and tools that increase understanding and reduction of environmental and human health risks.	Motivated and empowered residents with the confidence and skills to conduct and lead citizen science monitoring campaigns and deliberative community engagement events for the purpose of informing and influencing policies	A foundation of increased community capacity and improved collaborative networking for ongoing political engagement and cultural preservation
DELIBERATIVE COMMUNITY ENGAGEMENT (Responsible Partner: Claiborne Avenue Alliance, Amy Stelly)	Deliberative community engagement events: Multiple remote and public forums where recommendations will be presented in live and online events to a wider sector of the public for input.	Recommendations report with consensus neighborhood and stakeholder decisions; and evidence-based strategy for resident representation, deliberation and decision making Toolkit for residents implementing deliberative community engagement strategies	Promotion of partnerships and community involvement through various activities and information exchanges. Informed and evidence-wielding community to ensure decisions involving the fate of the I-10 are considerate of public health	Greater multi-generational community representation and buy-in for more equitable decision-making for selected highway alternatives	Framework for greater citizen representation, government transparency and equitable decision making
	Participants' views will be collected (via surveys, both before and after each event) to characterize changes in opinions and identify solutions with the greatest consensus	<i>Performance Measure: Improved consensus - the number of residents backing each option, which will be based on results from the pre-and post-participant deliberative polling opinion surveys; Greater resident input - determined by comparing the number of residents and stakeholders polled, surveyed or included in our events versus those from prior planning events</i>			<i>Performance Measure: Feedback, commentary, recommendations and voting from live Citizens' Cafe event to be streamed online to a broader sector of the public along with presentations to local, state and federal policy-makers and political appointees.</i>
PROJECT EVALUATION (Responsible Partner: LSU Health Science School of Public Health, Dr. Kari Brisolara)	Project evaluation	Evaluation reports: Semi-annual and final reports and advisory meetings with all team members to adjust activities as needed	Feedback loop will ensure ongoing quality improvement for the project.	Collaborative evaluation process will bring the lessons learned across the various stakeholder groups and initiatives of the project to increase overall effectiveness.	Foundation for future training development by our team and others. <i>Performance measure: Development of new methods from a sustainable program</i>
	Program assessment and revision <i>Performance measure: Number and description of methods used to assess participants' satisfaction with experts, curricular evaluations, feedback loop</i>	Evaluation and improvement of overall program <i>Performance measure: Number and description of revisions or adaptations made to programs/methods as a result of participant feedback</i>			
PROJECT REPORTING (Responsible Partner: LSU Health Foundation and Dr. Adrienne Katner)	Grant reporting	Project reports: Progress Reports and Final Reports			

Claiborne Reborn: “Inpowering” Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, and Deliberative Community Engagement to Redress Interstate-10 Inequities

Applicant Information

Organization: LSU Health Foundation

Address: 2000 Tulane Avenue, New Orleans, LA 70112

DUNS Number: 945165652

Primary Contact Name: Denise DeLany

Phone: (337) 405-9113

Email: grants@lsuhealthfoundation.org

Brief Description of Applicant Organization

The LSU Health Foundation is a nonprofit, tax-exempt, 501(c)3 organization whose mission is to inspire donors to invest in the LSU Health Sciences Center - New Orleans and its future and to properly steward those contributions, and to help meet the ever evolving needs of the LSU Health Sciences Center - New Orleans by providing new philanthropic and business resources, partnerships, programs, real estate and property leases, auxiliary businesses and other services that support and strengthen the educational and community mission of the LSU Health Sciences Center. This project aligns with LSU Health Foundation’s “Community Collaborative: By the Community, for the Community” program which aims to enhance citizens' ability to actively engage in bettering their communities.

Project Partners: Claiborne Avenue Alliance; A Community Voice, LSU Health Science Center, and LSU Health Foundation

Project Location: New Orleans, Louisiana, 70119, 70116, 70112

Air Pollutant Scope: Particulate Matter (PM₁, PM_{2.5}, PM₁₀)

Budget Summary:

EPA Funding Requested	Total Project Cost
\$498,480	\$498,480

Project Period: December 1, 2022- November 30, 2024

Short Project Description:

Goal: The primary goal is to develop and evaluate a framework to facilitate sustainable community-led air monitoring (PM) campaigns, intergenerational learning and deliberative community engagement to “inpower” communities (inpowerment begins internally, whereas empowerment begins externally), preserve a cultural history, enable informed decision-making, and foster strategic political collective action on the fate of the I-10, by a culturally significant, yet politically disenfranchised New Orleans neighborhood.

Approach: The energy of younger generations will be harnessed through our existing network of partnering schools to implement our previously developed citizen science lesson plans to monitor I-10-associated particulate matter (PM), and create citizen-led products that will reflect the history and experiences of a dying Creole culture, and can be leveraged by neighborhood groups in the recruitment and coordination of a grassroots campaign to enable evidence-based consensus building, and strategic political collective action in the pursuit of influencing the fate of the I-10, the community’s health, and the continued existence of their culture.

Primary Outputs and Outcomes include: 1) air monitoring and traffic-associated pollution lesson plans, 2) deliberative community engagement events, 3) free air monitor “lending library”; 4) online maps of PM levels and science translation materials; 5) community consensus report; 6) community buy-in; 7) informed and empowered citizens; 8) motivated, skilled and confident students; and 9) redress for environmental injustice manifesting in community health and healing.

1. PROJECT SUMMARY

Almost sixty years ago, the Claiborne Expressway, an extension of Interstate-10 (I-10), was built through Treme, one of New Orleans' most historic neighborhoods. The I-10 brought blight, air pollution, noise, economic collapse and adverse health outcomes to a neighborhood known for jazz, Creole culture, climate-responsive architecture, and civil rights. Claiborne Avenue Alliance (CAA) and LSU School of Public have been working together since 2017 to implement lesson plans which engage students in citizen science and environmental monitoring to document the I-10's impacts. Students found that particulate matter (PM) levels in neighborhoods near the I-10 regularly exceed health-based standards, rates of respiratory and cardiovascular disease, COVID-19 deaths, and uninsured exceed city rates. A formal report and children's book created by their students came to the attention of national groups, and shortly after President Joe Biden hailed "the Claiborne Expressway in New Orleans" for his plan "to reconnect neighborhoods cut off by historic investments... increase opportunity, advance racial equity and environmental justice, and promote affordable access". New infrastructure investments, an awareness about the harm done to communities divided by highways, and local anti-gentrification policies may finally change the tide. But locals lack political representation and disagree over the I-10's fate due to fears of gentrification and rising rents, while City officials remain aloof due to limited funds, competing infrastructure concerns, and worries about transportation delays (10-20-min).

Goal: The primary goal is to develop and evaluate a framework to facilitate: 1) sustainable community-led air monitoring (PM) campaigns to empower communities and enable informed decision-making; 2) multi-generational learning to preserve a cultural history; 3) grassroots organizing and deliberative community engagement to foster strategic political collective action on the fate of the I-10, by a culturally significant, yet politically disenfranchised New Orleans neighborhood, long impacted by highway-associated pollution, neighborhood disinvestment, and urban decline.

Approach: This strategic framework rests on the theory that before collective action can occur: 1) to motivate personal action, residents need to understand impacts of traffic-associated risks on the most vulnerable members of their community, and be reminded of the national legacy they have inherited to protect; 2) to motivate government response, minority communities need evidence of disparate adverse environmental health and cultural impacts they bear; and 3) to build consensus, and support strategic collective action, deliberative community engagement strategies are needed to facilitate a constructive debate of alternative solutions and evidence-informed decisions.

Aim 1: Educate, Gather Evidence, Motivate, Recruit and Mobilize Locals. *Obj. 1.1: Implement Graduate Student Practicums in Lesson Planning, Health Assessment, Community Engagement, Project Evaluation and Policy Development:* Partners will implement volunteer student practicums which give students opportunities to gain practical hands-on experiences in the field. *Obj. 1.2: Adapt and Implement a Student-Led Citizen Science Air Monitoring and Cultural Preservation Campaign:* A curriculum created in a prior EPA grant will be adapted and implemented by our existing network of partner schools to collect PM data, translate science, document a dying Creole culture, and reinvigorate a community resigned to an inequitable fate. *Obj. 1.3: Plan and Organize a Community-Led Recruitment Campaign:* In alignment with these activities, partners will leverage students' PM data and historical documentation to motivate, recruit and organize residents to build consensus and collective action.

Aim 2: Facilitate Deliberation, Inform Decision Making and Build Consensus and Strategic Political Collective Action.

Objective 2.1: Plan and Implement a Deliberative Community Engagement Campaign: Partners will work with area schools, non-profits, churches, residents, and neighborhood organizers to plan, facilitate and document deliberative community engagement events, evidence-based consensus, and strategic political collective action; and present community consensus and next steps to influence government action on the I-10 Expressway. *Objective 2.2: Evaluate and Refine a Framework for Independent Implementation of Similar Community Campaigns:* Partners will work with an external evaluation team to document strategies, activities and associated outputs and outcomes; and collect participant views, impacts and feedback. The evaluation team will conduct formative, summative and process analyses to evaluate, refine and influence strategic impact. Partners will work to formalize a strategic framework, guidance documents, lesson plans, toolkit and monitor lending library, which will support independent implementation of similar campaigns by other communities and schools for resident mobilization and political influence.

Primary Outputs and Outcomes: 1) lesson plans, 2) community events, 3) monitoring tool "lending library"; 4) PM data and outreach materials; 5) consensus report; 6) community buy-in; 7) informed and empowered citizens; 8) motivated, skilled and confident students; and 9) redress for environmental injustice manifesting in community health and healing.

1-A. Overall Project and Approach

Background: The Claiborne Expressway, an extension of Interstate-10 (I-10), was built through a historically significant New Orleans neighborhood almost 60 years ago— Treme, was one of the country’s first neighborhoods of “free men of color” (**Figures 1-2**). It was a culturally vibrant Creole community, out of which emerged a rich tradition of jazz, second line brass bands, Creole cuisine and the Mardi Gras Indians. Lessons from our past are also there like our climate-responsive architecture, sea level defying pump and drainage system, and sites where leaders of the late-19th century civil rights movement fought to end the discriminatory Jim Crow legal system.

Only the remnants of Treme’s legacy are left. Today, Treme is a fragmented community, geographically, socially and economically. Real estate plummeted, and good-paying jobs, reliable public transit systems, farmer’s markets, and competitive public schools dried up. Its residents have long tolerated a disproportionate amount of blight, air pollution, noise, floods, crime, homelessness, drugs, and adverse health outcomes. Now Treme struggles to keep the culture alive, as half its population, largely minorities (61%), left between 2000 and 2019 (from 8,800 to 4,500). COVID-19 made matters worse. In LA, about 60% of victims who ultimately succumbed to COVID-19 were Black, a rate of 1.8 times as the Black share of the state’s population. In Orleans Parish, Black residents make up 73% of the deaths, but only 60% of the population. In Treme, infection rates are far above those in nearby white neighborhoods.

Air pollution from vehicles is a concern— residents complain of “dirt” on walls of homes and businesses; and worry if their child’s asthma¹ or their inability to get pregnant is due to highway emissions.² Data available on EPA’s EJ Screen, indicates that some of the census tracts along the I-10 Expressway are in the top percent nationwide with respect to PM2.5 EJ Index (up to 95%), diesel PM (99%), and traffic proximity (93%) (see **Significance**). Noise and light pollution is another nuisance that breeds stress and irritability, as well as severe flooding due to impermeable concrete.

New Orleanians may be asked again to contemplate the future of Claiborne Avenue. If community input is surveyed, it probably won’t deviate from 2011 survey results, in which “82% predicted that removing the expressway would positively impact the area by fostering economic and community revitalization” (*Renne 2011*). The option of doing nothing is not possible, as the Expressway has exceeded its 40-year lifespan and repairs just along the Claiborne Avenue stretch of the I-10 are estimated to exceed \$50,000,000.

Partnership: Claiborne Avenue Alliance (CAA) is a coalition of residents, business owners, and neighborhood groups in Treme whose mission is to “reclaim, restore, and rebuild” the areas of the Claiborne Corridor that have been negatively impacted by the I-10. The work of this partnership has garnered recognition of the plight of this community by the White House and other national organizations (see some products created through partnership in **Attachments E-G**). This community is resistant to traditional methods of citizen engagement, given the historical lack of political influence, neighborhood disinvestment, the post-Katrina exodus of underinsured homeowners, and influx of profit-driven developers. In a world of competing work and family demands, fighting a losing battle is a hopeless endeavor.

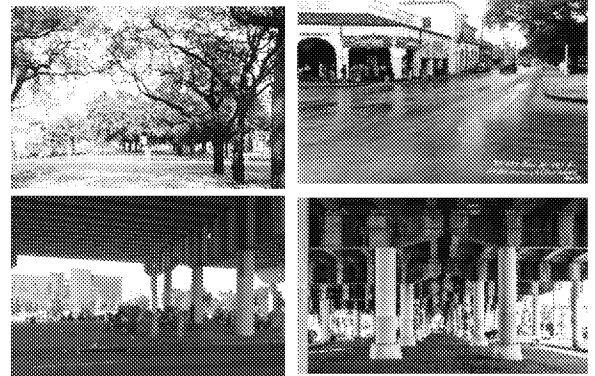


Figure 1. Evolution (clockwise from top left) of Claiborne Avenue from oak-lined streets and community stores to what locals now refer to as “The Monster” which shelters the homeless, drugs and prostitution in areas adjacent to playgrounds and schools (Source: Historic New Orleans Collection)

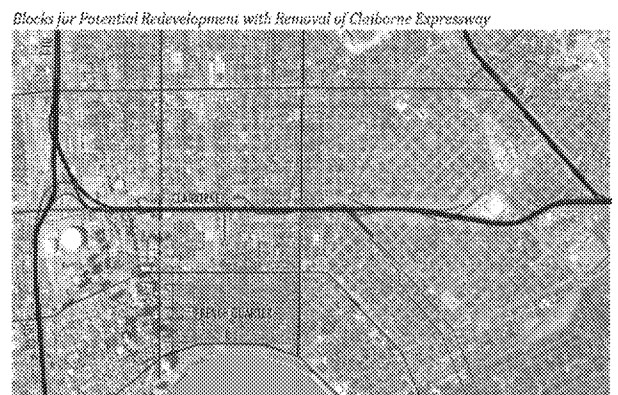


Figure 2. The Claiborne I-10 Expressway was built through the center of Treme, a neighborhood which borders New Orleans’ older historic French Quarter neighborhood. Treme was built and settled primarily by Creoles, Afro-Caribbeans and Free People of Color. Source: Restoring Claiborne Avenue: Alternatives for the Future of Claiborne Avenue. 2010. Prepared by Smart Mobility and Waggoner and Ball.

¹ Children near major roadways have higher rates of asthma and other respiratory illnesses, including deficits in lung function that can be permanent and lead to a lifetime of health problems.

² Women living near heavy traffic areas in Los Angeles County had a 19% higher risk of giving birth to an infant with low birth weight, and an 11% chance of giving birth prematurely.

We propose a paradigm change to nurture this community-led, academia-supported partnership to address a long existing environmental injustice. Our activities are grounded in “liberation science”, i.e., mindful research initiatives done in solidarity with frontline communities to “inpower” citizens in their aim for self-determination and right for a better society. Inpowerment begins internally while empowerment begins externally. Liberation Science includes an expanding list of methodologies that are informed by communities most impacted by systems of oppression.

Project Goal: The primary goal is to mobilize a locally-led collective action campaign by a marginalized neighborhood that has long been impacted by highway-associated air pollution and urban decline, in order to influence the outcome of future deliberations on the fate of the I-10 Claiborne Expressway. We aim to develop a framework to: 1) facilitate sustainable student-led air monitoring (PM) campaigns to “inpower” communities with evidence of disproportionate impacts, and enable informed decision-making; 2) facilitate multi-generational learning to preserve a cultural history and further motivate residents and government officials; and 3) facilitate grassroots recruitment and deliberative community engagement to foster strategic collective action and community self-determination. We believe that before collective action and community self-determination can occur: 1) residents need to understand the impacts of traffic emissions on vulnerable family members, and comprehend the significant place they hold as culture-bearers in order to motivate personal action; 2) minority communities need evidence of a disproportionate burden and environmental injustice to motivate government response; and 3) a disjointed community needs to be organized under local leadership to enable deliberative community engagement, constructive debate of alternative solutions, informed decision making and consensus-building around an achievable solutions which provide the greatest societal benefits.

Approach: Partners will implement and evaluate a framework (Figure 3) which provides evidence via: 1) a health assessment, 2) an open-source student-collected online particulate matter (PM) air data map (via EPA-evaluated AirBeam monitors and its online crowd-sourced Habitat Map), and 3) historical documentation of pre-, and post-I-10 community conditions (via multi-generational learning). This evidence will “inpower” residents and facilitate informed decision-making through well-established deliberative community engagement strategies. A series of community forums will bring together residents, decision makers, media, experts and other stakeholders to engage all parties in a collective vision, supported by science, visualized via scenario modeling, and communicated in creative and digestible ways. The framework will be evaluated, refined and formalized with guidance materials, toolkits, lesson plans, evaluation materials, and free access to an air monitor lending library, in support of independent investigations of PM sources by other marginalized LA communities.

Aim 1: Educate, Document, Motivate, Recruit, Mobilize

Objective 1.1: Implement Graduate Student Practicums

Student Practicums: Practicums will be designed that give graduate students opportunities to contribute to the preparation and implementation of this project while gaining practical hands-on experiences. These volunteer practicum opportunities will be overseen by the partners to give students experiences in: 1) citizen science education, 2) science translation, 3) historical documentation; 3) environmental monitoring; 4) health assessments; 5) deliberative community engagement; 6) project evaluation; and 7) policy development. Major projects include the following:

Citizen Science Curriculum: A citizen science curriculum was developed and tested by the team in a prior 2016 EPA Environmental Education grant, (01F26201 “Empowering Communities to Make Informed Decisions and Reduce Childhood Exposure to Toxic Chemicals”) (Attachment F). Outputs of that project included a final report, city council testimony, free citizen science lesson plans, a children’s book (Attachment E), and local and national scientific and

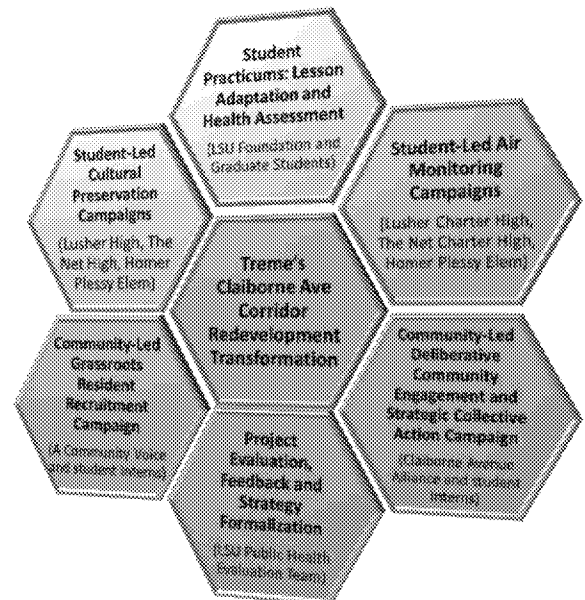


Figure 3. Strategic framework to enable student air monitoring, resident recruitment, evidence-based decision making and strategic collective action concerning the fate of the I-10 expressway (center). Each adjoining hexagon is a necessary component of the strategy for achieving the project’s goal.

media attention. Pre- and post-surveys and teacher interviews suggested student knowledge about citizen science and environmental public health increased, and student confidence in engaging communities and political representatives improved (Peluso et al 2021). This curriculum was extended to include air pollution monitoring around the I-10. These lessons will be further adapted to include materials on cultural preservation and deliberative community engagement. (see Obj. 2.2). These transdisciplinary lessons aim to address “wicked” (complex) societal problems like the I-10, which requires inter-professional communications. Environmental science is needed to monitor air and soil, public health is needed to evaluate health impacts, urban planners and designers are needed to envision and build a neighborhood which promotes community, sustainability and resilience, policies are needed to prevent gentrification and rising rents, communications are needed raise awareness, archival science is needed to help preserve culture, and the creative arts are needed to convey what’s at stake and bring the community together in ways which enables self-determination.

Health Assessment: Epidemiologist, Dr. Ed Trapido, will perform a community health assessment which will give students experience in conducting data requests, analysis and presentation. Data will be presented in graphs, tables and maps, and translated in a report and outreach materials. Health impacts of potential concern include diseases which have been significantly associated with PM, e.g., respiratory and cardiovascular disease, cancer, nervous system and immunological disorders, reproductive outcomes, premature mortality, cognitive decline, and stress. COVID-19 case, death, testing and vaccination rates will also be evaluated, given the frequent association found in the literature between PM levels and COVID-10 infections. It has been conjectured that PM plays a role in the SARS-CoV-2 as a virus carrier, promoting its spread. Other theories suggest PM merely increases one’s susceptibility to COVID-19 once infected through prior lung damage. We aim to do an ecological study to evaluate how lung impairment may moderate COVID-19 outcomes.

Other Projects: Students can also work to plan and implement deliberative community engagement activities, science translation, policy development (see Obj. 2.1), and project evaluation (see Obj. 2.2).

Objective 1.2: Implement a Student-Led Citizen Science Air Monitoring and Cultural Preservation Campaign

Lesson Plan Implementation: Dr. Katner will facilitate the alignment of lesson plans with LA Department of Education Academic Standards, and will work with teachers on the implementation of lesson plans and gathering of student and teacher feedback. Lesson plans will be available free of charge to any interested parties.

Air Monitoring: Students will collect PM concentration data along the I-10 and in neighborhoods adjoining the I-10 using AirBeam PM air monitors (**Figure 4**). AirBeams will be purchased and held in a community monitoring equipment “lending library” and provided freely to schools or teachers who wish to implement associated lesson plans. The AirBeam PM monitor is a low-cost hand-sized mobile air quality instrument that measures hyperlocal concentrations of (PM_{1,2.5,10}, humidity, temperature and sound levels). When used in conjunction with the smartphone AirCasting app, these data are then cast to HabitatMap, an open source website where measurements are aggregated, crowdsourced, mapped and graphed in real-time every minute via WiFi or cellular network (**Figure 4**). This allows the community to visualize areas where PM concentrations are highest to inform decision-making. Students will interpret and translate results. This curriculum was highlighted by the American Academy for the Advancement of Science (AAAS) for the creative ways children found to communicate results; while Dateline ABC filmed our monitoring event with Homer Plessy 1st grade students for an upcoming special on highway impacts on minority communities (**Figure 4**).

Historical Documentation: Students will document the experiences of a dying Creole culture through interviews and videos of elderly residents who still remember Treme before the I-10, and who can speak to the impacts it had on the economy, environment, health, culture and community. These individuals are over 60 years old now, so it is important to record their experiences to reinvigorate a community resigned to an inequitable fate, and to inspire younger

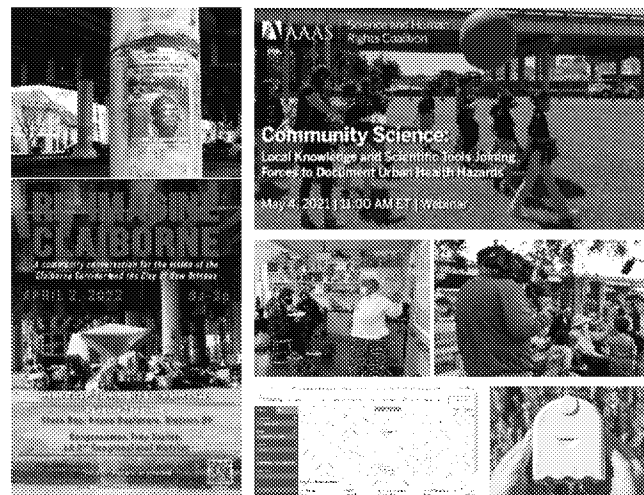


Figure 4. Clockwise from top right: AAAS highlighted our EPA-funded citizen science curriculum. Center: Amy Stelly of Claiborne Avenue Alliance talking to AP Lusher High students about the I-10 (left). ABC Dateline filming a monitoring trip with Homer Plessy first grade students (right). Bottom: AirBeam PM air monitor (right), and HabitatMap with PM levels (left). Left top: Tactical urbanism to get residents thinking about what Treme could be. Left bottom: Deliberative community engagement event with Keynote Speakers Congressman Troy Carter and State Rep. Rovce Duplesis (4/5/22).

generations and give them a vision for what Treme could be. These documents will serve as reminders to future generations of impacts that highways had on a unique culture. Student products from this endeavor can include: reports on monitoring data, science translation and educational flyers/presentations, interview videos, stories, political briefs, opinion pieces, commentaries, children's books, plays, poems, essays, or artistic renderings. Dr. Katner will document classroom and field activities, outputs and outcomes, and gather feedback via surveys, interviews and focus groups.

Objective 1.3: Plan and Organize a Community-Led Recruitment Campaign

Community Recruitment: In alignment with these activities, A Community Voice (ACV) will leverage students' open-source PM data and historical documentation to motivate and recruit residents into a grassroots campaign (see Obj. 2.1). Outreach will be conducted using phone banks and voter registration lists, walking neighborhoods, attending fairs and community events, presenting student projects at cultural events, arranging talks to residents at local schools, churches, and community centers. ACV will document activities, and their associated outputs and outcomes.

Student Summer Internships: Students can compete for, and gain additional experience on the project in three paid summer internships (2 summers). Students can work with any project partner, including LSU Health Foundation, Claiborne Avenue Alliance, A Community Voice, Lusher High, The Net High, or LSU School of Public Health. Students will work under the guidance of partners to present the evidence, historical documentation, and their own products as they will engage the community during recruitment and deliberative community engagement events to motivate resident participation and influence policies in ways that transform their communities and impact their futures (see Obj. 1.3).

Aim 2: Facilitate Deliberation, Inform Decision Making and Build Consensus and Strategic Political Collective Action

Objective 2.1: Plan and Implement a Deliberative Community Engagement Campaign

Deliberative Community Engagement: CAA will work in partnership with AVC and area schools, non-profits, churches, residents, and neighborhood and grassroots organizers to plan, facilitate and document deliberative community engagement events, evidence-based consensus building, and strategic political collective action planning. Multiple remote and public forums will be used to facilitate resident engagement, expert consultation, community education, debate, deliberation, and informed decision-making which addresses opposition challenges, appeases most stakeholders and resident concerns, and provides the greatest societal benefits. Proven, well-established evidence-based deliberative community engagement strategies will be implemented and documented for both evaluation and future implementation. Deliberative community engagement strategies to be used will include: deliberative workshops to arrive at some preliminary decisions; deliberative mapping to rate the different options against a set of defined criteria; and a consensus conference to arrive at a consensus opinion. All activities will be documented with participant decisions, along with the outputs and outcomes, the final consensus, opposition arguments, and solutions.

Recommendations will then be discussed and presented in a live event streamed online to a broader sector of the public for feedback, recommendations and voting. Participants' views will be collected (via surveys and polls before and after each event) to characterize changes in opinions and identify solutions with the greatest consensus. CAA will document consensus decisions, which will be summarized in a report and website that will be shared with residents, local business leaders, policy-makers, media organizations, and other stakeholders to influence policies on the I-10 Expressway.³

Objective 2.2: Evaluate and Refine a Framework for Independent Implementation of Similar Community Campaigns

Project Evaluation and Framework Synthesis and Formalization: CAA will work with an external evaluation team to document strategies and activities and their associated outputs and outcomes; and collect student, teacher, resident and participant views, impacts and feedback. The evaluation team will synthesize these products to conduct formative, summative and process analyses to evaluate, refine and influence strategic impact. Based on evaluator feedback and guidance, CAA will work to formalize a strategic framework, guidance documents, lesson plans, toolkit and monitor lending library, which will support independent implementation of similar campaigns by other communities and schools.

³ Topics to be covered include the impacts of the I-10 on the environment, resident health, economy, and culture. Cities which serve as successful precedents for the "Highway to Boulevards" movement will be reviewed; as will existing community plans for the I-10 along Claiborne Avenue, and their impacts, barriers and benefits. Primary barriers will be discussed such as budgetary needs and sources of funding; policy obstacles and opportunities; urban water plans for flood prevention; options for public transit and highway traffic diversion; business and port expansion considerations; and key concerns, opportunities and constraints, to include displacement and gentrification, traffic congestion, area walkability and mobility, property values and housing shortfall. Potential plans for several key commercial corridors will be considered including the Superdome, Claiborne Avenue, St. Bernard Circle, Louis Armstrong Park, Municipal Auditorium, Poydras St., Tulane Ave., and Canal St.

Project Outputs include: **1)** citizen science lesson plans; **2)** deliberative community engagement toolkit for residents to facilitate unbiased resident representation, informed deliberations and decision-making, and strategic political planning and campaigning; **3)** monitoring tool “lending library”, all of which aim to engage locals in air monitoring, science translation, and community-led policy campaigns. **4)** Citizen science air monitoring campaign and open source database populated with community-collected particulate matter (PM) data around the I-10; **5)** health assessment of the I-10 neighborhood; **6)** student outreach materials and products to inform policies, educate stakeholders and reduce exposures as; **7)** I-10 deliberative community engagement events to build community consensus on plans for the I-10 (repair, repurpose or remove); and **8)** summary report, presentations and flyers for stakeholders and policy-makers on consensus on the fate of the I-10, potential solutions and funding sources, policy recommendations, and next steps.

Project Outcomes expected include: **1)** greater community buy-in for more equitable decision-making; **2)** informed and evidence-wielding community to ensure decisions are considerate of the public’s health; and **3)** motivated and empowered students and residents with the confidence and skills to conduct citizen science projects and engage in community-led campaigns for the purpose of informing and influencing policies; and ultimately, **4)** redress for a community long impacted by a grave environmental injustice, which will manifest as neighborhood improvements in environmental quality, resident health, and recovery in terms of the community’s economy and culture.

1-B. Project Significance Our prior report reviewed all available health and environmental data for the community around the I-10 Expressway (Katner et al 2019). Levels of PM around the I-10 regularly exceed health standards, while the prevalence of respiratory and cardiovascular disease along the I-10 exceed city prevalence (see Project Significance) (Table 1). A more in-depth analysis is needed to evaluate age-adjusted incidence rates, as areas with more seniors can push disease rates up. However this area has a lower proportion of seniors (11%) than state, region and national average (EPA’s EJ Screen). A review of EJ Screen demonstrated that the some of the tracts along the I-10 are in the top percentage of people nationwide for lower life expectancy (99%). Life expectancy of people living in the Claiborne Corridor is much lower than in the surrounding areas, with the lowest rates being in the Tremé, Marigny, Bywater, and Lower 9th Ward neighborhoods (55-58 years), compared to 77-78 years in other parts of the city. The Claiborne Corridor also has higher Cancer Risk (97%) and higher Respiratory Hazard (97%). Other factors that impact disease rates include lower rates of health insurance (10%)(Katner et al 2011).

2. COMMUNITY INVOLVEMENT

2-A. Community Partnerships

Partners consist of the applicant, **LSU Health Foundation** who will build collaborations with the existing partners and will secure additional funding from both the private and public sectors as the project grows.

Amy Stelly of Claiborne Avenue Alliance (CAA), who along with her colleagues at CAA, have been instrumental in envisioning a change for her neighborhood and spearheading this initiative. CAA will manage all deliberative community engagement events and ensure that all grant goals for the community are met. **Dr. Adrienne Katner** has worked with Amy to investigate the impact of the I-10 on the community since 2017. She will oversee curriculum implementation and student practicums and internships; along with ensuring all grant goals are met. **Beth Butler of A Community Voice**, has years of grassroots experience. She will oversee all resident recruitment efforts. **LSU professors, Drs. Kari Brisolaro** will be responsible for conducting an independent project evaluation, **Dan Harrington** will oversee all air monitoring planning and implementation, and **Ed Trapido** will conduct the health assessment. Our primary academic partners have included: **1) Valerie Bodet of The Net High School**, **2) Jeanell Sullivan of Lusher High School**, **3) Kelly Davidson**, formerly of **Phillis Wheatley Elementary** and now at **Homer Plessy Elementary**, and **Dana Eness at Urban Conservancy’s BASIN Summer Program**. These schools continue to work with us to implement and refine the curriculum (Special coverage of our Feb. 22, 2022, I-10 air monitoring event with these schools to test an AirBeam-3 PM meter will be aired this year on ABC Nightline). Other community partners who have assisted our past education and community engagement efforts include Southern United Neighborhoods, Justice and Beyond, Public Lab, Scott Eustis of Healthy Gulf, Dr. Howard Mielke (toxicologist) of Lead Lab and Tulane, Dr. Christopher Oliver of Tulane (sociologist).

Table 1. Crude prevalence of diseases for New Orleans and Tremé census tracts (Source: Trust for Public Land 2016)

Health Outcome	Crude prevalence I-10 Corridor	Crude prevalence New Orleans
Asthma	29.1%	19.9%
High blood pressure	45.8%	38.0%
COPD	9.5%	6.7%
Heart disease	8.2%	6.4%

2-B. Community Engagement We have a network of schools and neighborhood groups we work with to ensure that community recruitment, engagement and participation is both representative and extensive. There are three main strategies we will use to recruit and mobilize residents: intergenerational learning, grassroots organizing, and deliberative community engagement. Grassroots Campaign: A Community Voice (ACV) will be the primary partner responsible for community recruitment through grassroots campaigns. ACV's Founder, Beth Butler, has decades of experience in grassroots organizing as the former Director of LA Association of Community Organizations for Reform Now (ACORN). Beth maintains a long-established network of partners throughout New Orleans, particularly in the Treme, 7th and 9th Wards. Outreach will be conducted using phone banks and voter registration lists, walking neighborhoods, attending fairs and community events, and arranging talks by partners at local schools, churches, and community centers. Attention will be paid to recruit residents from areas where vulnerable residents may be found (**Table 2**). Intergenerational Learning: Students will engage in intergenerational learning to engage their elders, and document their histories, memories and experiences of Treme life before and after the I-10. Products created by students and other partners will be placed in prominent places throughout the neighborhood, like coffeehouses, churches, neighborhood stores, underneath the I-10, restaurants, and at community gathering spaces to spur conversation and dialogue, or to announce upcoming events. Students will be encouraged to engage others using social media, and those with social media and website development skills will be tapped for internships. Deliberative Community Engagement: Multiple remote and public forums will facilitate resident engagement, expert consultation, community education, deliberation, and informed decision-making. Proven, well-established evidence-based deliberative community engagement will be implemented. The use of deliberative community engagement methods has increased in the last 30 years, partly in response to public discontent with previous public participation experiences and a decrease in the trust of government decisions without community input. Deliberative engagement provides an opportunity for residents to find out about a topic, consider evidence and discuss issues before making a decision.

3. ENVIRONMENTAL JUSTICE AND UNDERSERVED COMMUNITIES

Systemic Racism: When the Federal Aid Highway Act of 1956 authorized billions of dollars for interstates nationwide, New Orleans City Planning Commission released a "prospectus" for an elevated expressway on Claiborne Avenue. A branch of the proposed expressway, which would run through the prosperous French Quarter, was defeated by dedicated preservationists who launched a major opposition, a task that took time, money, expertise, and access to political power. Claiborne lacked stature and historic-district protection. The largely African American residents were still fighting for voting and equal access to public facilities. In addition, the Claiborne Avenue stretch of the I-10 was constructed in 1968, before the passage of NEPA (1969), the Clean Air Act (1970), and the Environmental Justice Executive Order (1994). The latter order requires the government to consider environmental impacts of projects nearby minority or low-income populations and seek their input on such projects. Such an investigation was never conducted.

Vulnerable Populations: The majority of those remaining are African American or Hispanic (61%). Over half of households with children are single parent homes (54%), and over half of all households are renters (71%). Many adults in households earn less than \$25,000 a year (42%), are impoverished (34%), and only have a high school education or GED (47%).⁴ The EPA Demographic Index (combined percent of low income and minority) is higher than 70-99% of Americans. This population is closer to traffic than 90-99% of state residents (Data Center 2017). Residents near the I-10

Table 2. List of locations for vulnerable populations in the area of the I-10 within a 3-block perimeter of the Claiborne Avenue I-10 Expressway

Institution	Name	Address
Daycares	A Place to Grow Learning Center	3138 Annette St
	Carbo's Learning Express	6210 Franklin Avenue
	Jubilant Preschoolers	1938 Dumaine Street
Schools	St. Peter Claver School	1020 N. Prieur St
	ENCORE Academy	2518 Arts St
	Joseph A. Craig Charter School	1423 St Philip St
	Joseph S. Clark High School	1301 N Derbigny St
Parks	Carondelet/Canal Park	Lafitte St. & N Rocheblave
	Hunter's Field Playground	1600 N. Claiborne
	Lemann Playground(2)	1600 and 2022 Lafitte Street
	Lemann Playground(1)	2022 Lafitte Street
	Lewis Playground	N. Roman Street & Lapeyrouse
	Louis Armstrong Park	701 N. Rampart St.
	Ideal Playspot	2650 Franklin Ave.
	Kids First TigerCARE	1661 Canal St.
Hospitals and Healthcare Clinics	University Medical Center	2000 Canal St.
	Tulane Medical Center	1415 Tulane Ave.
	Southeast Veterans Health Care	2400 Canal St.
	Veterans Affairs Hospital	119 S. Galvez St.
	LSU Medical Center	2021 Perdido St.
	Tulane Pediatrics	275 Lasalle St.
	Tulane Cancer Center	150 S. Liberty St.

⁴ The Data Center. 2021. Treme/Lafitte Statistical Area. [LINK](#)

also suffer externalities associated with the I-10, as they experience impacts from highway pollution, but many do not benefit from it (33% of residents have no vehicles). Other vulnerable groups are those who use the I-10 for shelter, work, or play; and the elderly, young, sick and pregnant (Table 2).

4. ENVIRONMENTAL RESULTS – OUTPUTS, OUTCOMES AND PERFORMANCE MEASURES

4-A. Expected Project Outputs and Outcomes

Project Outputs: 1) citizen science lesson plans; 2) deliberative community engagement toolkit; 3) monitoring tool “lending library”. 4) air monitoring campaign and open source database populated with PM data; 5) health assessment; 6) student outreach materials and products; 7) deliberative community engagement events; and 8) consensus report for stakeholders and policy-makers, potential solutions, funding sources, recommendations, and next steps.

Project Outcomes: 1) greater community buy-in; 2) informed and evidence-wielding community to ensure decisions are considerate of the public’s health; and 3) motivated and empowered students and residents with the confidence and skills to conduct citizen science; and ultimately, 4) redress for a community impacted by a grave environmental injustice, which will manifest as improved environmental quality, resident health, and recovery of the economy and culture.

4-B. Performance Measures and Plan

The evaluation team will conduct formative, summative and process analyses to evaluate, refine and influence strategic impact. Partners will work to formalize a strategic framework, guidance documents, lesson plans, toolkit and monitor lending library, which will support independent implementation of similar campaigns by other communities and schools.

Table 3 presents the timeline of major activities by each partner and their major milestones and deliverables.

4-C. Timeline and Milestones

Table 3. Timeline and milestones for project by partner

TASK	2022		2023										2024											
	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct
DELIBERATIVE COMMUNITY ENGAGEMENT (STELLY)																								
Plan deliberative community engagement events including recruitment of speakers																								
Engage students during project																								
Plan community events/alternative I10 plans																								
Deliberative polling and workshops																								
Deliberative mapping/consensus conference																								
Report on results of deliberative engagement																								
Engage policymakers on 1) decisions, 2) plans for implementation, 3) policy needs and 4) funding																								
MILESTONE: RECOMMENDATIONS REPORT																								
AIR MONITORING (HARRINGTON)																								
Refine field data collection protocol, field sheets and intro to monitors and app lessons																								
Air monitoring events with students																								
Summary of results into report, presentation, talking points, and outreach material																								
Participation in deliberative community engagement to report on air results																								
MILESTONE: AIR MONITORING REPORT																								
RESIDENT RECRUITMENT AND MOBILIZATION (BUTLER)																								
Plan/implement recruitment campaign																								
Deliberative polling of stakeholders																								
Organize and set up deliberative workshops																								
MILESTONE: RECOMMENDATIONS REPORT																								
CITIZEN SCIENCE EDUCATION (TEACHERS)																								
Customize lesson plan and implement																								
MILESTONE: FINAL REVISED LESSON PLANS																								
HEALTH ASSESSMENT (TRAPIDO)																								
Collect, process and analyze health outcome data for the areas adjacent to the I-10																								
Participation in deliberative community engagement to report on health implications																								
MILESTONE: HEALTH OUTCOMES REPORT																								

PROJECT OVERSIGHT, LOGISTICS, REPORTING AND SUPPORT (KATNER)																									
Subcontract logistics; order supplies and air monitors; plan and organize air monitoring																									
Develop data collection tools, pre- and post- surveys for evaluations, and IRB approval																									
Work with students to interview residents; and develop outputs for policy and education																									
Oversee summer internship program, applications, selection, and implementation																									
Develop strategic framework docs																									
MILESTONES: GRANT REPORTS/FRAMEWORK DOCS																									
PROJECT EVALUATION (BRISOLARA)																									
Plan evaluation protocol/develop tools																									
Formative evaluation																									
Process evaluation																									
Summative (outcomes/impacts) evaluation																									
MILESTONE: EVALUATION REPORTS																									

5. QUALITY ASSURANCE STATEMENT (see Attachment A)

6. PROGRAMMATIC CAPABILITY AND PAST PERFORMANCE

6-A. Past Performance

Dr. Katner has an extensive, compliant history of grant reporting for EPA, NIH, NAS, HUD, CDC, NIEHS, NASA and NSF. Dr. Katner has always met her grant obligations and has never missed a report deadline. While no-cost extensions have been granted they have always been due to an approved reason, e.g., due to delays in the receipt of federal funding and hence delays in initiating contract work, or natural disasters like Hurricane Ida-, or COVID-19-associated impacts.

Ongoing grant projects include: **1) NAS** Gulf Fellowship, 200001347 (9/21-10/23) \$76,000, PI. **2) EPA**, 83937501 (7/18-6/22), \$2,476,875: "Transdisciplinary Research into Detecting and Controlling Lead in Water" Co-PI; **3) NSF**, 212526 (10/21-9/24), \$249,191, "Smart and Connected Communities (SCC) Grant: Toxic free footprints to improve community health", Co-PI. **Grants recently concluded include:** **4) HUD**, VAHHU0036-17 (10/2017-6/2021), \$606,225: "Identification of Factors Impacting Efficacy and Adoption of Point of Use Filters", CO-PI. **5) NSF** 1840607 (9/18-12/21) \$100,000, "Planning for Hurricane Urban Planning Hazards (HUPHR) Engineering Research Center", co-PI.

6-B. Reporting Requirements

1) NAS: This project is ongoing, but to date, all quarterly and final reports are submitted on time; and all expected outputs and outcomes are delivered. **2) EPA:** This project is ongoing, but to date, all quarterly and final reports were submitted on time; all expected outputs and outcomes were delivered; and acceptable final technical reports are being prepared. **3) NSF:** This project is ongoing, but to date, all reports are being submitted on time. **4) HUD:** All quarterly and final reports were submitted on time; all expected outputs and outcomes were delivered; and acceptable final technical reports were submitted. **5) NSF:** All quarterly and final reports were submitted on time; all expected outputs and outcomes were delivered; and acceptable final technical reports were submitted.

6-C. Staff Expertise

Amy Stelly, Founder of Claiborne Avenue Alliance (co-PI, 100%) Amy Stelly is a professional urban designer and planner, a former teacher, and a founder of Claiborne Avenue Alliance. She has experience in architectural and urban design, open space design, historic restoration, downtown and neighborhood revitalization, environmental planning, zoning, entitlements, site planning, streetscape, and landscape design. Ms. Stelly worked as an architectural designer in Miami and the City of West Palm Beach. Since moving back to her family's 100-year-old New Orleans home, just a block and a half from the I-10, this third-generation New Orleanian became a prominent voice for redeveloping the Corridor.

Beth Butler (100%) ACV's Founder, Beth Butler, has decades of experience in grassroots organizing as the former Director of LA Association of Community Organizations for Reform Now (ACORN). Beth co-founded ACORN in 1970, where she developed a replicable model of "forming membership organizations and developing leaders in low-income neighborhoods." Beth maintains an established network of partners throughout New Orleans, particularly in the Treme, 7th and 9th Wards. ACV partners with Dr. Katner for all of her outreach, recruitment and engagement needs.

Adrienne Katner, D.Env., M.S. (co-PI, 15%) Dr. Katner has over 20 years of managing projects, of which 7 years were at the LA Office of Public Health overseeing LA's: 1) Fish Advisories 2) Biomonitoring; 3) Occupational Health; and 4) Environmental Public Health Tracking (EPHT) programs. For the latter program, she won a \$3.4 million grant from the

CDC to build a data network to explore relationships between the environment and health. Since entering academia in 2014, she has been PI on 15 grants worth \$4.5 million. Dr. Katner conducts community based participatory research (CBPR) and engages in citizen science campaigns to address the widespread issue of infrastructure injustice.

Dan Harrington, Ph.D. (Investigator, 10%) Dr. Harrington is an Assistant Professor at LSU School of Public Health in Environmental and Occupational Health Sciences. He developed several new courses including (1) Principles of Industrial Hygiene and Environmental Safety, (2) Occupational Health, and (3) Air Quality, Air Pollution, and Dispersion Modeling. He is a Certified Industrial Hygienist with expertise in researching human exposure to environmental hazards, in particular inhalation exposures. He has studied occupational and non-occupational exposure to secondhand tobacco smoke, and is an investigator on an NIH-funded project investigating health impacts of the Deepwater Horizon Oil Spill.

Edward Trapido, Sc.D. (Investigator, 10%). Dr. Trapido is a cancer epidemiologist, Professor and Associate Dean for Research at LSUHSC School of Public Health, Deputy Director for Population Science in the Stanley S Scott Cancer Center, the Coordinator for LSU Health Sciences Center's research on the Gulf Oil Spill, and the Chair of the School of Public Health's Evaluation Committee. Before joining LSU, Dr. Trapido was Professor of Epidemiology, Vice Chair for Education, and Director of the Global Research Evaluation Coordinating Center at the University of Miami. From 2003-2008, Dr. Trapido was Associate Director of the Epidemiology and Genetics Research Program, at the National Cancer Institutes.

Kari Brisolaro, Ph.D., M.S. (Investigator, 5%) Dr. Brisolaro is an Associate Professor of Environmental Health Sciences and the Associate Dean for Academic Affairs at LSU, School of Public Health. Previously, Dr. Brisolaro was the Chair of the School of Public Health's Evaluation Committee. Dr. Brisolaro specializes in project evaluation. She has led the NIEHS funded ÉCOLE collaborative for workforce training for the past four years. She is a member of the Academic Advisory Committee of the Institute of Professional Environmental Practice and serves on the Board of Global EHS Credentialing. She also served as Co-PI on an interdisciplinary USEPA training grant entitled: LSU-LSU Health Sciences Center Partnership for Environmental Health Sciences Research Opportunities with EPA Scientists (RFA EPA-G2015-ORD-C1).

7. BUDGET

7-A. Budget Detail

TOTAL BUDGET: \$498,480

Line Item & Customized Cost	EPA Funding
Other	
Grant Management – LSU Health Foundation	\$9,774
Subaward – Louisiana State University Health Science Center	\$261,706
Subaward – Claiborne Avenue Alliance	\$165,000
Subaward – A Community Voice	\$62,000

7-B. Reasonableness of Costs- all costs (Subawards and Grant Management) are in the other line item.

Grant Management

Total: \$9,774

LSU Health Foundation Grant Management (Yr 1: \$5,980; Yr 2: 3,794; Total: \$9,774) The applicant, LSU Health Foundation will facilitate the partnerships. The applicant does not have a federally negotiated indirect cost rate so will only recoup a small grant management fee to facilitate post-award grant management responsibilities including fiscal tasks such as maintaining compliant recordkeeping, timely payment of invoices and subawards, etc. The Director of Grants will perform subrecipient reviews for compliance and participate in partner meetings as a compliance resource.

SUBAWARDS

Total: \$227,000

LSU School of Public Health

Total: \$261,706

Salaries

\$192,706

Adrienne Katner, D.Env., M.S. (Yr 1: 15%; Yr 2: 15%; Total=\$43,391) Dr. Katner will oversee day-to-day project operations. She will be responsible for: overseeing implementation and documentation of all project aspects; document strategies and activities and associated outputs and outcomes; collecting student, teacher, resident and participant views, impacts and feedback; supply orders and addressing logistical needs; supervising the gathering, organizing, and tracking of required project evaluation and reporting data; presentation of results at community events; attending all government, community and academic meetings; and ensuring reports, documentation and publications are completed timely. She will also implement the student summer internship program; and will work to facilitate graduate practicums.

Dan Harrington, Ph.D. (Yr 1: 10%; Yr 2: 5%; Total=\$13,559) Dr. Harrington is the air quality expert on the project, and as such will be in charge of all air monitoring activities. In Yr 1, he will assist in the development and extension of lesson

plans specific to this project (10%). He will also support air monitoring activities with schools and teachers in the field, to ensure all field activities are documented and reproducible and that air monitoring data are meaningful and accurately characterized. In Year 2, he will serve as the principal air quality expert to address residents' air pollution questions (5%).

Edward Trapido, Sc.D. (Yr 1: 13%; Yr 2: 5%; Total=\$36,666). Dr. Trapido, a cancer epidemiologist, will develop a Health Assessment report. In Yr 1, he will summarize and evaluate all available health data on traffic-associated health outcomes for residents, in particular, data on cancer, cardiovascular, respiratory and maternal health outcomes (13%). In Year 2, he will serve as the health expert to address resident questions during (5%).

Kari Brisolara, Sc.D., M.S.P.H. (Yr 1: 10%; Yr2: 10%; Total=\$32,844) Dr. Brisolara will work external to the partners to conduct formative, summative and process analyses to evaluate, refine and influence strategic impact.

Clarence Osteen, MBA (Yr 1: 10%; Yr2: 10%; Total=\$10,211). Manages time and effort reporting and tracking.

Fringe Benefits (41%) (56,035)

Supplies **Total: \$40,000**

Air Casting PM Air Monitors (120 air monitors at \$300 each, \$36,000 total) which is to be temporarily allocated free of charge to the participating schools over the course of the project (40 monitors per school). After the project close-out these monitors will be made temporarily available on a semester or quarterly basis to any schools statewide.

Office Supplies (\$4,000) To include paper, ink, outreach supplies, advertisement of monitoring or community deliberation events. Funds can also be used to reproduce outputs, such as policy briefs, research reports, student-created books or pamphlets, etc. which are developed by students that highlight the project and support resident decision-making. Funds may also be used to cover publication costs, food and water at community engagement events.

Other **Total: \$29,000**

Travel - \$5,000 in year 2 for Dr. Katner to discuss community vision with DC policymakers.

Student Internships - \$12,000 per year (\$24,000)– Students may apply for paid summer internships (2 summers) – one high school (\$3,000), undergraduate (\$4,000) and graduate (\$5,000) students to be mentored by project partners.

Claiborne Avenue Alliance **Total: \$165,000**

Salaries **Total: \$130,000**

Amy Stelly, (Total=\$130,000 - Yr 1: \$65k; Yr 2: \$65k) As the founder of Claiborne Avenue Alliance, Ms. Stelly will continue working full time to implement student participation and science translation; citizen recruitment, and deliberative community engagement. With her national network of urban designers, teachers, grassroots resident organizations, and government leaders, she will bring stakeholders and experts together for productive deliberations. She will be responsible for planning and implementation of deliberative community engagement events; and working with local, state and federal stakeholders, residents, and business leaders to strategize a plan moving forward.

Other **Total: \$35,000**

Outreach supplies and travel funds (\$25,000).

Schools (10,000) participating in air monitoring and resident interviews will seek reimbursement through this subaward at a rate of \$5000/school for reimbursement for resources like bus transportation and supplies (for up to 2 schools or \$10k total). Teachers will also be reimbursed for work devoted to the project to develop and evaluate lesson plans.

A Community Voice **Total: \$62,000**

Salaries **Total: \$50,000**

Beth Butler, (Total=\$50,000 in Year 2) Ms. Butler, Director of A Community Voice, will be working full-time on this project for 1 year (in Yr 2). She will be responsible for all grassroots organizing of area residents, local businesses, churches, neighborhood organizations, schools and advocates. She will assist Ms. Stelly in all facets of the project including organizing community engagement, deliberation and reporting. Ms. Butler will document the planning, resident recruitment, and community engagement activities, and their associated outputs and outcomes.

Other **Total: \$12,000**

Funds will be used to cover outreach supplies, community room rentals, and travel funds (\$12,000).

7-C. Expenditure of Awarded Funds: Grant oversight will be conducted by LSU Health Foundation. Tim Hemphill, Vice President and CFO has over 20 years of CPA experience. His team of accounting professionals adhere to Generally Accepted Accounting Principles. Denise DeLany, LSU Director of Grants has 21 years of grant/contract writing, management and compliance experience with post-award and compliance responsibilities for over \$300,000,000 in federal awards. Denise has certifications in CGMS, CRA, and serves on HRSA grant review panels.

Attachment A. Quality Assurance and Quality Control Statement

To ensure the results obtained by the proposed project satisfy the project objectives the below quality assurance and quality control statement has been outline implementing the “Plan, Do, Check, Act Model” that is used by the QA/QC team of the Office of Air and Radiation ([USEPA 2020](#)).

PLAN

In order to provide appropriate oversight external to the data collection team, Dr. Kari Brisolara will lead the QA/QC efforts. This will include the development of a primary data collection sampling plan for the teams: high school students, community members, and graduate students. Each team will receive training on the air monitor and associate app (AirBeam 3, Habitat Map) along with the protocols for field data collection sheets by Dr. Daniel Harrington. Amy Stelly and Dr. Adrienne Katner will lead the efforts for the development of a framework for greater citizen representation, government transparency and equitable decision making. Objectives: (G1.1) Educate students (G1.2) Inpower residents (G2.1) Deliberative, informed, consensus-building decision making.

DO

Citizen-science Curriculum: A citizen science curriculum developed and tested in a prior US Environmental Protection Agency (EPA) Environmental Education grant will be implemented by teachers within our previously established partner network of inner-city, minority-serving primary and secondary schools which educates students about risks associated with traffic-associated air pollution. *Data: Full detailed curricular map including syllabi and competencies; Pre-and post-curriculum surveys of teachers, students and parents*

- Surveys – The surveys will be based upon the curricular content with a basis knowledge structure in addition to satisfaction questions tied to the experience (classroom and field). These question in addition to attitudinal shifts related to community engagement and risk will be included. All participants will be surveyed.

Student Reports and Presentations: Students present their data and develop either policy-, education-or technology-driven strategies for informing policy decisions, increasing resident awareness, and reducing resident, worker, and child exposures. *Data: Number of student participants, report types and titles, local government authority interviews.*

Framework for Greater Citizen Representation, Government Transparency, and Equitable Decision Making: Evidence-based deliberative process principles and strategies will be implemented via multiple remote and public forums, which endeavor to facilitate unbiased resident representation, expert consultation, and public education, deliberations, and decision-making. Recommendations will be presented in live and online events to a wider sector of the public for input. *Data: Participants' views will be collected (via surveys, both before and after each event) to characterize changes in opinions and identify solutions with the greatest consensus. Improved consensus - the number of residents backing each option, which will be based on results from the pre-and post-participant deliberative polling opinion surveys; Greater resident input - determined by comparing the number of residents and stakeholders polled, surveyed or included in our events versus those from prior planning events; Feedback, commentary, recommendations and voting from live Citizens' Cafe event to be streamed online to a broader sector of the public along with presentations to local, state and federal policy-makers and political appointees.*

- Surveys – The surveys will be structured to obtain direct opinions of the topics presented along with attitudinal shifts related to community engagement, qualitative feedback and recommendations. All event participants will be surveyed. In addition, GPS coordinates will be used to determine neighborhood participation delineations for survey distribution to residents.

Air Monitoring Data:¹ Both primary and secondary data will be utilized to develop a better understanding of the environmental air conditions in the area surrounding the I-10 corridor in New Orleans.

- Primary - Student and community led primary air monitoring data collection.
 - *Data:* Sample data including Number of samples collected, GPS coordinates, time/date, parameters such as PM2.5, PM1, temperature, humidity.

¹ EPA's Air Sensor Toolbox (<https://www.epa.gov/air-sensor-toolbox>) will be used to assess the AirBeam3 model. Considerations on using sensors, especially “A Guide to Siting and Installing Air Sensors” (<https://www.epa.gov/air-sensor-toolbox/guide-siting-and-installing-air-sensors>) will be followed.

- *Procedure:* Utilize the AirBeam3 as validated by Jiao et al. 2016 for PM2.5, field data sheets have been developed to ensure protocol consistency and recording of ambient conditions that could impact readings, in particular relative humidity. Atmospheric conditions will also be recorded².
- *Potential impacts to data quality:* population uncertainties (spatial and temporal variability, representativeness of sampling), measurement uncertainties (precision, bias, detection limits), completeness, and comparability
- Secondary – To evaluate the potential health implications of current environmental conditions, interstate proximities, traffic volumes and contaminant concentrations or levels were derived based on existing and available monitoring and emissions modeling data, and traffic volume data. Data: *US EPA, LA Department of Environmental Quality, and LA Department of Transportation databases*

CHECK

Data will be monitored throughout the project in order to identify any differences or deviations from the implementation of the plan and the expected results, targets, objectives or goals established in the planning phase. In particular, the below areas will be assessed for each of the project goals: 1) Citizen-science Curriculum: pre- and post-curriculum surveys will be reviewed to pinpoint opportunities for immediate coaching or organizational change related to instructional design or implementation. The data will also be compared to benchmarks set from the previous study in the development of the curriculum to determine distance from baseline and achievement of competencies. 2) Student Reports and Presentations: Student numbers will be monitored to ensure adequate participation along with the qualitative data from interviews with local government officials to determine progression of both community and official engagement. These interviews will later be analyzed for themes related to any barriers for implementation of ideas from community reporting. 3) Framework for Greater Citizen Representation, Government Transparency, and Equitable Decision Making: The survey data (qualitative and quantitative) will require immediate review in order to proceed to the next phase of framework development. The primary data quality aspect will be adequate representation of the community. This will be determined by the percentage of the community responding either via attendance at meetings (online or in-person) and/or responding to the surveys. 4) Air Monitoring Data: Much of the primary data will be collected through the automated system with the associated app that records the reading, date/time, along with GPS coordinates. Any deviations from the protocol including the lack of data sheets will result in the sample being excluded. Interviews will then be conducted to determine where the protocol breakdown occurred, and training repeated/improved.

ACT

If at any point the checks determine we are below expectations, action will be taken to correct for any significant differences between actual and planned results. This step will focus on determining the systemic or underlying cause of the issue including consideration of expectation shifts. The process will include problem identification, timeline, root cause vs. other factors, corrective action plan. The logic model in **Attachment G** serves as the framework for monitoring the performance and management of the proposed activities.

² Atmos. Meas. Tech., 9, 5281–5292, 2016 <https://doi.org/10.5194/amt-9-5281-2016>

**IRS**Department of the Treasury
Internal Revenue ServiceP.O. Box 2508, Room 4010
Cincinnati OH 45201In reply refer to: 4077952422
Dec. 06, 2017 LTR 4168C 0
72-1115391 000000 00

00020559

BODC: TE

LSU HEALTH FOUNDATION NEW ORLEANS
2000 TULANE AVENUE 4TH FLOOR
NEW ORLEANS LA 70112-2250

018809

Employer ID Number: 72-1115391
Form 990 required: Yes

Dear Taxpayer:

This is in response to your request dated Nov. 02, 2017, regarding your tax-exempt status.

We issued you a determination letter in August 1988, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).



Adrienne Katner
Associate Professor
LSU Foundation
New Orleans, LA

March 19, 2022

Re: EPA Grant RFA#: EPA-OAR-OAQPS-22-01 "Claiborne Reborn: Empowering Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, and Deliberative Community Engagement to Redress Interstate-10 Inequities"

Dear Dr. Katner:

I am pleased that we will be working together again in support of your application for the EPA's Community Air Monitoring Grant. The mission of A Community Voice is to fight for social and economic justice for low to moderate income families. Founded by former board and members of Louisiana ACORN four years after Hurricane Katrina devastated their community, ACV is dedicated to improving the lives and elevating the voices of its people.

ACV began working with Dr. Katner in 2015 to address community concerns about lead in drinking water. Together we were awarded three grants to investigate lead in water issues in New Orleans, after which our investigations expanded to assist other underserved populations in rural Louisiana. Along the way we effected significant change at both the local and state levels, impacting policies to require testing and treatment of school drinking water.

Now we find ourselves again united under another mutual concern- highway associated air pollution and urban degradation. ACV appreciates all the work that Amy Stelly and Adrienne Katner have done these past few years to support the efforts of our neighborhood in the 7th Ward to halt further development of the Florida Avenue Expressway in our largely poor minority community. Without the science to drive policies impacting marginalized communities, residents lack the media interest and political support needed to protect their families.

Our mutual interest in addressing the long-standing impacts of highways on our adjoining neighborhood led us to support the efforts of you and Ms. Amy Stelly in educating students in our communities on traffic-associated air pollution. EPA's Enhanced Air Quality Monitoring for Contaminants Grant will give all of us all an opportunity to further strengthen our ranks in support of this larger community endeavor. It will also allow us to bridge the divide between the neighborhoods and generations as we share our histories and skills with the youth in our neighborhoods so that they may carry on the fights in our eventual absence. This work will increase our power, establish stronger alliances, provide our groups with an evidence-based strategic framework, and gives our residents access to a free air monitoring lending library, which will serve us for the better for generations to come.

ACV will work with Claiborne Avenue Alliance and LSU Foundation to leverage our grassroots campaign skills in support of our neighborhoods' mutual mission to stop the ongoing expansion of highway development through our poor marginalized communities. Skills born from decades of grassroots campaigns on behalf of ACORN, Southern United Neighborhoods, and A Community Voice will be applied to motivate and mobilize residents so that they may be informed of the public health impacts of highways, so that they may regain their sense of culture and community, and so that they may engage in deliberative community engagement and strategic political collective action to impact policies now being considered by City, State and Federal officials on the fate of the I-10 Claiborne and 610 Florida Expressways through their adjoining neighborhoods.

Sincerely,

Beth Butler,
Executive Director, A Community Voice

CLAIBORNE AVENUE ALLIANCE

Adrienne Katner
Associate Professor
LSU Foundation
New Orleans, LA

March 19, 2022

Re: EPA Grant RFA#: EPA-OAR-OAQPS-22-01 "Claiborne Reborn: Empowering Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, and Deliberative Community Engagement to Redress Interstate-10 Inequities"

Dear Dr. Katner:

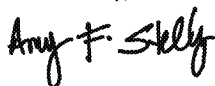
Since we first began working together in 2017, we have made significant progress in bringing local, state and national attention to the problems experienced by my community of Treme which were brought on by the development of the I-10 Claiborne Avenue Expressway through my neighborhood. The fact that all of this work was done through our volunteer efforts is nothing short of amazing. I am in full support of your application for the EPA's Community Air Monitoring Grant.

Claiborne Avenue Alliance (CAA) is a coalition of local residents and business owners in the Treme neighborhood of New Orleans whose aim is to "reclaim, restore, and rebuild" communities along the Claiborne Corridor that have been negatively impacted by the construction of the Claiborne Expressway. The environmental and health impacts of Expressway's presence are a key concern that motivated our engagement with you to investigate and evaluate the environmental impacts of the Expressway on the health and well-being of local residents, and to communicate these impacts to relevant parties.

I pledge to continue working with LSU Foundation further expand our student education and air monitoring initiatives, and to support and promote student efforts to document, videotape and transcribe interviews with those in our community who can advise the next generation on the harms done to our culture and community after the Expressway was built. I will continue to work non-stop to motivate resident participation and investment in this process of evidence gathering and informed decision-making.

My aim is to demonstrate the impacts the Expressway has had on our community and culture, which in turn will be used to mobilize my community in collective action to take this atrocity down. This is a once in a lifetime opportunity that is we miss may never come around again. It is time that the nation wake up, hear our pleas, and repair the harms long suffered by my community, so that we can finally begin to heal and nurture a culture that has deeply influenced the hearts and souls of a nation.

Sincerely,



Amy Stelly,
Executive Director
Claiborne Avenue Alliance
(504)400-0894
amyfstelly@gmail.com

Dean G. Smith, PhD
Dean and Richard A. Culbertson Professor
of Health Policy & System Management

March 23, 2022

Mr. Matt Altier
LSU Health Science Center Foundation
2000 Tulane Avenue,
New Orleans, LA 70767
Re: EPA Grant RFA#: EPA-OAR-OAQPS-22-01

Dear Mr. Altier:

The purpose of this letter is to extend my full support for the LSU Health Foundation New Orleans' *Enhanced Air Quality Monitoring for Communities* application to the Environmental Protection Agency (EPA). The LSU Health School of Public Health is excited to partner with the LSU Health Foundation and local grass roots organizations and educational institutions to improve and enhance the environment surrounding the Claiborne Expressway, an extension of Interstate-10 (I-10). LSU Health Science Center and the LSU Health Foundation have been partnering on projects essential to our communities we serve since the inception of the LSU Health Foundation in 1988.

The Claiborne Reborn: "Inpowering" Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, and Deliberative Community Engagement to Redress I-10 Inequities project is near and dear to both the LSU Health School of Public Health and the LSU Health Foundation, as the project site is literally two blocks from the LSU Health Science Center, in Treme, one of New Orleans most historic neighborhoods. The Claiborne Expressway has brought blight, air pollution, noise, economic collapse and adverse health outcomes to a neighborhood known for jazz, Creole culture, climate-responsive architecture and civil rights.

The primary goal of this project is to develop and evaluate a framework to facilitate: 1) sustainable community-led air monitoring campaigns to empower communities and enable informed decision-making; 2) multi-generational learning to preserve a cultural history; and 3) grassroots organizing and deliberative community engagement to foster strategic political collective action on the fate of the I-10, by a culturally significant, yet politically disenfranchised New Orleans neighborhood, long impacted by highway-associated pollution, neighborhood disinvestment, and urban decline.

Through this collaboration we hope to attain the goal of the project and see historic Treme regain its safe and healthy culture for locals and visitors to experience Treme's legacy to the world.

Sincerely,



Dean G. Smith, PhD

Lusher Charter School

Advocates for Arts-Based Education Corp.
"Celebrating cultural diversity through high academics and the arts."

Adrienne Katner

March 21, 2022

Associate Professor

LSU Foundation

New Orleans, LA

Re: EPA Grant RFA#: EPA-OAR-OAQPS-22-01 "Claiborne Reborn: Empowering Treme through a Multi-Generational Campaign of Citizen Science, Cultural Preservation, and Deliberative Community Engagement to Redress Interstate-10 Inequities"

Dear Dr. Katner:

On behalf of Lusher Charter High School, we welcome the opportunity to work with you again on the above-mentioned grant. Our work together creating the EPA lead in water curriculum was a great introduction to citizen science for our students. Our recent air monitoring experience along the I-10 was something all the students were particularly excited about. They learned how other factors like wind direction and traffic count can impact air pollution levels.

I am eager to review the draft air monitoring lesson plan and provide my input as to how we may improve upon it. I am excited that this grant will offer schools around the city an opportunity to borrow air monitoring supplies for similar citizen science endeavors. This project has come a long way from its beginnings as an idea for how to address environmental health disparities in New Orleans.

Sincerely,



Jeanell Sullivan

AP Environmental Science Teacher

Lusher Charter High School

New Orleans, LA

jeanell_sullivan@lusherschool.org

7315 Willow Street, New Orleans, Louisiana 70118, Telephone (504) 862-5110, Fax (504) 862-5180

5624 Freret Street, New Orleans, Louisiana 70115, Telephone (504) 304-3960

www.lusherschool.org

TROY A. CARTER
2ND DISTRICT, LOUISIANA

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE
SUBCOMMITTEES:
ECONOMIC DEVELOPMENT, PUBLIC BUILDINGS,
AND EMERGENCY MANAGEMENT
RAILROADS, PIPELINES, AND HAZARDOUS
MATERIALS

COMMITTEE ON SMALL BUSINESS
SUBCOMMITTEES:
UNDERSERVED, AGRICULTURAL, AND RURAL
BUSINESS DEVELOPMENT
CONTRACTING AND INFRASTRUCTURE

Congress of the United States
House of Representatives
Washington, DC 20515-1802

March 21, 2022

Michael S. Regan
Administrator
Environmental Protection Agency
1200 Pennsylvania Avenue, N.W.
Washington, DC 20460

RE: LSU Foundation/Claiborne Avenue Alliance Application for EPA's Enhanced Air Quality Monitoring for Communities Grant

Dear Administrator Regan:

It has been brought to my attention that LSU Foundation has submitted an application entitled, "Claiborne Reborn: Empowering Treme through Multi-Generational Campaign of Citizen Science, Cultural Preservation and Deliberative Community Engagement to Redress Long-Standing Interstate-10 Inequities" to the EPA's Enhanced Air Quality Monitoring for Communities Grant.

The work proposed in connection with Ms. Amy Stelly of the Claiborne Avenue Alliance seems to be aligned with my strong support for any effort to address harms to the Treme community done by Interstate-10 (I-10).

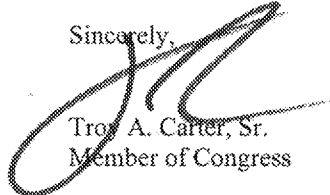
The past work and current proposal to continue educating neighborhood students on the monitoring of particulate matter air pollution around the I-10, and then use of these data to educate and motivate the community about the public health harms of traffic-associated air pollution is desperately needed to motivate local government support. I believe Ms. Stelly's past and current work to lead the community in deliberative community engagement workshops, evidence-based and informed decision-making, and strategic political collective action is very timely.

All signs are that the Federal Government is in alignment with the goals of addressing the environmental injustice born by communities split apart and devastated by urban highways. The Administration's unprecedented \$66 billion investment in infrastructure, the Secretary of the Department of Transportation's commitment to redressing the harms incurred by communities impacted by highways, the Secretary of the Environmental Protection Agency's own priority to address long-standing environmental injustices, and the President's own interest in the I-10's impact on Treme are undisputed. It appears this project could not have come at a more opportune time.

I am looking forward to meeting with the community and other I-10 stakeholders this upcoming April 2nd at the Treme Market Branch. I commend all the work that Adrienne Katner of LSU Foundation and Ms. Stelly have already done on behalf of the community to inform them of the public health consequences of the I-10 and also the policy solutions for addressing their primary fear, gentrification.

These efforts and cause are not only in the interests of my constituents but they are also a personal interest of mine as well. I ask that their proposal receive full and fair consideration.

Sincerely,


Troy A. Carter, Sr.
Member of Congress

503 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-6836

DISTRICT OFFICE:
650 POYDRAS STREET
SUITE 2435
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3401 GENERAL DE GAULLE DRIVE
SUITE 100
NEW ORLEANS, LA 70114
(504) 381-3970

200 DERBIGNY STREET
SUITE 3200
GREYNA, LA 70053
(504) 381-3999

125 REGALA PARK ROAD
SUITE K135
RESERVE, LA 70084

6803 PRESS DRIVE
SUITE 165
NEW ORLEANS, LA 70126

851 HARKINS BOULEVARD
BATON ROUGE, LA 70807
(225) 726-2070

Kari B. Fitzmorris Brisolara, ScD, MSPH, QEP

Professional Preparation

Louisiana College	Biology	BS	1997
Tulane University	Environmental Health	MSPH	2001
Tulane University	Environmental Health	ScD	2004
USDA – ARS – SRRC	Commodity Utilization	Post-Doc	2004-2006

Academic Appointments

Associate Professor of Environmental and Occupational Health Sciences, School of Public Health, Louisiana State University Health Sciences Center – New Orleans (July 2011 – Present)

Assistant Professor of Environmental Health and Doctor of Public Health Program Director, Jiann-Ping Hsu College of Public Health, Georgia Southern University (August 2006 – June 2011)

Research Physical Scientist, United States Department of Agriculture. (May 2004 - July 2006).

Research Assistant, Tulane University School of Public Health and Tropical Medicine. (June 2001 - May 2006).

Selected Peer-Reviewed Publications

Brisolara, K.F., Maal-Bared, R., Worley-Morse, T., Danley-Thomson, A., Mann, M., Nappier, S. (2022) “Monitoring Coliphages to Reduce Waterborne Infectious Disease Transmission in the One Water Framework.” International Journal of Hygiene and Environmental Health PMID: 35066455, DOI: [10.1016/j.ijheh.2022.113921](https://doi.org/10.1016/j.ijheh.2022.113921)

Brisolara, K.F., Smith D.G. (2021) “Preparing for a More Public Health Aware Practice of Medicine in Response to COVID-19.” Journal of Clinical Cardiology, 2(3): 43-45.

Brisolara, K., Maal-Bared, R., Reimers, R., Rubin, A., Sobsey, M., Bastian, R., Gerba, C., Smith, J., Bibby, K., Kester, G., Brown, S. (2021) Assessing and managing SARS-CoV-2 occupational health risk to workers handling residuals and biosolids. Science of the Total Environment DOI: <https://doi.org/10.1016/j.scitotenv.2021.145732>

Gunaldo, T.P., Mason, M., Harrison-Bernard, L., Davis, A.H., Andrieu, S., **Brisolara, K.**, Brown, A., Goumas, A., Kreko, A., Roi, C., Sanne, S., Wall, L., Zamjahn, J., Yue, X., Esteve-Patrick, J. (2021). Qualitative analysis of pre-licensure student perceptions of in-group professional stereotypes. Journal of Interprofessional Education and Practice <https://doi.org/10.1016/j.xjep.2020.100413>

Maal-Bared, R., **Brisolara, K.**, Munakata, N., Bibby, K., Gerba, C., Sobsey, M., Schaefer, S., Swift, J., Gary, L., Sherchan, S., Babatola, A., Olabode, L., Reimers, R., Bastian, R., Rubin, A. (2020) Implications of SARS-CoV-2 on Current and Future Operation and Management of Wastewater Systems. Water Environment Research. <https://doi.org/10.1002/wer.1446>

Gunaldo, T.P., Augustus-Wallace, A., **Brisolara, K.**, Hicks, M., Mercante, D., Synco, T., Zorek, J. & Schilling, D (2020). Improving stereotypes: The impact of interprofessional education in pre-health students. Journal of Interprofessional Care, doi 10.1080/13561820.2020.1806218.

Brisolara, K., Gentile, B., Puszykowski, K., Bourgeois, J. (2020) Residuals, Sludge and Biosolids: Advancements in the Field. Water Environment Research. 92(10) <https://doi.org/10.1002/wer.1402>

Katner, A., **Brisolara, K.**, Katner, P., Jacoby, A., Honore, P. (2020) Panic in the streets: A manifestation of a failure to achieve our democratic ideals. Journal of Environmental and Occupational Health Policy 30(3):1-7. DOI: 10.1177/1048291120960233.

Brisolara, K., Smith, D. (2020) Preparing Students for a More Public Health–Aware Market in Response to COVID-19. Preventing Chronic Disease, 17:200251. DOI: <https://doi.org/10.5888/pcd17.200251>

Diaz, J., **Brisolara, K.**, Harrington, D., Hu, C., Katner, A. (2020) The Environmental Health Impact of Hurricane Katrina on New Orleans. American Journal of Public Health 110 (10), 1480-1484. <https://doi.org/10.2105/AJPH.2020.305809>

Maal-Bared, R., Bastian, R., Bibby, K., **Brisolara, K.**, Gary, L., Gerba, C., Olabode, L., Munakata, N., Reimers, R., Rubin, A., Schaefer, S., Sherchan, S., Swift, J. (2020) The Water Professionals Guide to COVID-19. Water Environment Technology. 32(4), 26-35.

Gilliland, A., Pieper, K., Straif-Bourgeois, S., Rhoads, W., Dai, D., Edwards, M., **Brisolara, K.**, Olexia, D., Katner, A. (2020) Evaluation of Preparedness and Recovery Needs of Private Well Users after the Great Louisiana Flood of

2016. J. Public Health Management Practice. April 17, 2020 - Volume Publish Ahead of Print - Issue - doi: 10.1097/PHH.0000000000001157.

- Maal-Bared, R., Bibby, K., **Brisolara, K.**, Gary, L., Reimers, R., Schaefer, S., Swift, J. (2020) Lessons from the Ebola outbreak: How the water sector can transition from panic to preparedness. *Water Environment Technology*. 32(1), 38-45.
- Brisolara, K.F.**, Culbertson, R., Levitzky, E., Mercante, D., Smith, D., Gunaldo, T. (2019) Supporting Health System Transformation: The development of an integrated interprofessional curriculum inclusive of public health students. *J. Health Administration Education*. Winter, 111-121.
- Brisolara, K.F.**, Gasparini, S., Davis, A.H., Sanne, S., Andrieu, S.C., James, J., ... & Gunaldo, T.P. (2019). Supporting health system transformation through an interprofessional education experience focused on population health. *Journal of Interprofessional Care*, 33(1), 125-128.
- Brisolara, K.F.**, Bourgeois, J. (2019) Biosolids and Sludge Management. *Water Environment Research*. 91, 1168-1176.
- Brisolara, K.F.**, Qi, Y., Kendrick, Q., Davis, Y. (2018) Biosolids and Sludge Management. *Water Environment Research*. 90, 978-1006.
- Gunaldo, T.P., **Brisolara, K.F.**, Davis, A.H., & Moore, R. (2017). Aligning interprofessional education collaborative sub-competencies to a progression of learning. *Journal of Interprofessional Care*, 31(3), 394-396.
- Brisolara, K.F.**, Gasparini, S., Davis, A., Sanne, S., Andrieu, S., James, J., Mercante, D., DeCarvalho, R. B., Gunaldo, T. (2017) Supporting health system transformation through an interprofessional education experience focused on population health. *Journal of Interprofessional Care*. Jan-Feb;33(1):125-128..
- Brisolara, K.F.** (2017) Biosolids, Phosphorus and Water Quality: Linkages and Solutions. *Influents WEAQ*, 12 (Fall), 26-29.
- Brisolara, K. F.**, Qi, Y., Baldassari, M., Bourgeois, M. (2017) Biosolids and Sludge Management. *Water Environment Research*, 89(10), 1245-1267.

Technical Reports

- Maal-Bared, R., Sobsey, M., Bibby, K., Sherchan, S., **Brisolara, K.**, Munakata, N., Gerba, C., Schaefer, S., Swift, J., Gary, L., Babatola, A., Bastian, R., Olabode, L., Reimers, R., Rubin, A., Kester, G., Casson, L. (2021) Letter to the Editor regarding Mathavarajah et al. (2020) Pandemic danger to the deep: The risk of marine mammals contracting SARS-CoV-2 from wastewater. *Science of the Total Environment*, DOI: <https://doi.org/10.1016/j.scitotenv.2020.144855>
- Brisolara, K.**, Maal-Bared, R., Reimers, R., Rubin, A., Sobsey, M., Bastian, R., Gerba, C., Smith, J., Bibby, K., Kester, G., Brown, S. (2020) Residuals and Biosolids Issues Concerning COVID-19 Virus. WSEC-2020-TR-001 <https://wef.org/globalassets/assets-wef/news-hub/wef-news/residuals-and-biosolids-issues-concerning-covid-19-virus-wsec-2020-tr-001.pdf>
- Maal-Bared, R., Munakata, N., Bibby, K., **Brisolara, K.**, Gerba, C., Sobsey, M., Schaefer, S., Swift, J., Gary, L., Sherchan, S., Babatola, A., Olabode, L., Reimers, R., Bastian, R., Rubin, A. (2020) Coronavirus and Water Systems. WSEC-2020-TR-002 <https://wef.org/globalassets/assets-wef/news-hub/wef-news/coronavirus-and-water-systems-wsec-2020-tr-002.pdf>
- Maal-Bared, R., Munakata, N., Bibby, K., **Brisolara, K.**, Gerba, C., Sobsey, M., Schaefer, S., Swift, J., Gary, L., Sherchan, S., Babatola, A., Olabode, L., Reimers, R., Bastian, R., Rubin, A. (2020) The Water Professional's Guide to COVID-19. Water Environment Federation. <https://wef.org/news-hub/wef-news/the-water-professionals-guide-to-the-2019-novel-coronavirus/>
- LeCompte, E., Stallard, C., Walsh, I., Katner, A., **Brisolara, K.** (2019) *Traffic-Related Pollutants and Human Health Within the I-10 Claiborne Corridor, New Orleans, LA: Land Use Implications*. Report presented to the Claiborne Avenue Alliance and the American Geophysical Union's Thriving Earth Exchange Program. (April 4).

Synergistic Activities

- Board of Directors, Board of Global EHS Credentialing (Former American Board of Industrial Hygiene and Institute for Professional Environmental Practice). (January 2019 – Present).
- Chair of Disinfection and Public Health Committee, Elected, International. (September 2021 - Present). This is a Committee of the Water Environment Federation, an international water quality organization.
- Water Heroes Award, Water Environment Federation (October 7, 2020).
- Allen A. Copping Excellence in Teaching Award (May 15, 2019).

Marianna Elizabeth Butler

Ex. 6 Personal Privacy (PP)

2010-Present	Southern United Neighborhoods	Regional Manager
<ul style="list-style-type: none">• Coordinates regional outreach and educational programs on affordable housing, fair housing, healthy homes, and lead poisoning prevention.• Develops coalition partnerships with academia, environmental and community groups, lending institutions, legal services, and attorneys.• Convenes coalition group meetings and advisory group meetings to monitor the progress and programs of Southern United Neighborhoods.• Oversees the fundraising and expansion programs across the region.• Designs and Implements program partnerships with academia, area lending institutions, legal services, and community groups• Serves as Construction Manager for the Owner-Occupied Housing Rehab Project in the Lower 9th Ward neighborhood of New Orleans that has brought 40 homes up to HQS code for elderly and low income families and created stable and healthy housing for homeowners.		
1980-2010	LAHFO/ACLA LA	Executive Director
<ul style="list-style-type: none">• Supervised and managed large-scaled HUD-funded Lead Remediation program of over 200 homes in Orleans Parish.• Founded the Louisiana Roundtable for the Environment and the Louisiana Environmental Justice Project, which educated hundreds of thousands of low income residents on lead poisoning hazards and prevention and led to the implementation of the New Orleans Dry Sanding Ordinance to help reduce lead poisoning across the City.• Managed several large FHIP grants across Louisiana, educating LMI families on fair housing laws, coordinating fair housing testing projects across the state to identify discrimination and stop fair housing violations. Won landmark legal victories on timeshares and ensured completion of all project benchmarks and timelines.• Maintained offices in New Orleans, Lake Charles and Baton Rouge and network affiliates in Monroe, Alexander, Lafayette, Shreveport, Hammond-Ponchatoula, Kenner and Houma.		
2012-2016	Lead Safe America	President

Daniel J. Harrington, ScD, MSPH, CIH

Louisiana State University Health Sciences Center – New Orleans, School of Public Health
Environmental & Occupational Health Sciences Program
2020 Gravier Street, 3rd floor, New Orleans, Louisiana, 70112

Education

Illinois State University, Normal, IL	BS	1993	Environmental Health
Tulane University, New Orleans, LA	MSPH	1994	Environmental Health Sciences
Tulane University, New Orleans, LA	ScD	2004	Environmental Health Sciences

Certifications

Certified Industrial Hygienist (CIH), #9854, 2010 (recertification: 2016, 2021)

Positions

Assistant Professor, Environmental & Occupational Health Sciences Program, Louisiana State University Health Sciences Center, School of Public Health, New Orleans, Louisiana, 2005-present

Research Scientist, Environmental Diseases Prevention Research Center, Tulane University School of Public Health & Tropical Medicine, New Orleans, Louisiana, January 2000 – December 2004.

Research Assistant, Louisiana Risk Assessment Program, Tulane University School of Public Health & Tropical Medicine, New Orleans, Louisiana, June, 1994 – December, 2004.

Laboratory Instructor, Tulane University School of Public Health & Tropical Medicine, Department of Environmental Health Sciences, Fall 1994 and 1995.

Bibliography:

McCallum L, Lackovic M, Whitcomb O, Katner A, **Harrington D**. Louisiana Guestworker Health and Safety a Necessary Component of Health Equity: Lessons from the COVID-19 Pandemic. New Solut. 2022 Jan. DOI: 10.1177/10482911211065751

Diaz JH, Brisolara KF, **Harrington DJ**, Hu CY, Katner AL. The Environmental Health Impact of Hurricane Katrina on New Orleans. Am J Public Health. 2020 Oct;110(10):1480-1484. doi: 10.2105/AJPH.2020.305809. Epub 2020 Aug 20. PMID: 32816551; PMCID: PMC7483120.

Rung A, Oral E, Fontham E, **Harrington D**, Trapido E, Peters E. The Long-term Effects of the Deepwater Horizon Oil Spill on Women's Depression and Mental Distress. Disaster Medicine and Public Health Preparedness, 2019 April 13(2) p183-190.

Peters ES, Rung AL, Bronson MB, Brashear MB, Peres LC, Gaston S, Sullivan SM, Peak K, Abramson DM, Fontham E, **Harrington D**, Oral E, Trapido E. The Women and Their Children's Health (WaTCH) Study: Methods and Design of a Prospective Cohort Study in Louisiana to Examine the Health Effects from the BP Oil Spill. BMJ Open, 2017 doi: 10.1136/bmjopen-2016-014887

Rung A, Gaston S, Oral E, Robinson W, Fontham E, **Harrington D**, Trapido E, and Peters E. Depression, Mental Distress, and Domestic Conflict among Louisiana Women Exposed to the Deepwater Horizon Oil Spill in the WaTCH Study. Environmental Health Perspectives, 2016 Sep;124(9):1429-35. doi: 10.1289/EHP167

Peres L, Trapido E, Rung A, **Harrington D**, Oral E, Fang Z, Fontham E, and Peters E. The Impact of the Deepwater Horizon Oil Spill on Physical Health Among Adult Women in Southern Louisiana. *Environmental Health Perspectives*, 2016 Aug;124(8):1208-13.

Rung A, Oral E, Fontham E, **Harrington D**, Trapido E, and Peters E. Mental Health Impact of the Deepwater Horizon Oil Spill Among Wives of Clean-up Workers. *Epidemiology* 2015 Jul;26(4):e44-6.
<http://dx.doi.org/10.1097%2FEDE.0000000000000303>

Work related to Community-based Air Pollution Monitoring

Harrington D, Carton, T, Ghaffar A, Rudov L, Tulikingas M, Czaplicki L, and Gerig K. An Assessment of Secondhand Tobacco Smoke Exposure Using Personal Air Sampling and Exhaled Breath Analysis. American Public Health Association Conference, New Orleans, LA on November 17, 2014.

Carton T, **Harrington D**, Ghaffar A, Czaplicki L, Rudov L, Gerig K, and Tulikingas M. A physiological assessment of secondhand smoke exposure in the absence of a comprehensive smoking ban. American Public Health Association Conference, New Orleans, LA on November 16, 2014.

Harrington D, Klink, J., and Peak, K. Secondhand Tobacco Smoke Exposure in New Orleans, Louisiana Bars and Casinos. American Industrial Hygiene Association Conference and Exhibition, San Antonio, TX June 5, 2014.

Harrington, D.J., and Klink, J. Secondhand Tobacco Smoke Exposure in Baton Rouge, Louisiana Bars and Casinos. American Industrial Hygiene Association Conference, Portland, OR, May 14-19, 2011.

Harrington, D.J., Hu, C.Y., and Diaz, J.D. Volatile Organic Air Pollution in the Baton Rouge-New Orleans, Louisiana, Industrial Corridor. American Public Health Association Annual Meeting, Nov. 6-10, 2010, Denver, CO.

Hu, C.Y., Chiu, Y.W., Diaz, J.D., and **Harrington, D.J.** Need for Exposure Assessment in the Community near Hurricane Debris Landfill. American Public Health Association Annual Meeting, Nov. 6-10, 2010, Denver, CO.

Harrington, D.J. Louisiana Hospitality Workers' Exposure to Secondhand Tobacco Smoke: Impact of the Louisiana Smoke-Free Air Act. Seminar given at the School of the Coast and Environment, Louisiana State University, Baton Rouge, LA, October 8, 2010.

Harrington, D.J., Bronson, M., Luckett, B.G, Sellers, K., Ross, A, and Peters, E.S. Evaluation of PM2.5 Levels in Louisiana Restaurants and Bars Before and After the Implementation of a Statewide Smoking Ban. Joint Meeting of the International Society of Environmental Epidemiology and the International Society for Exposure Science, October 12-16, 2008, Pasadena, CA.

Harrington, D.J., Bronson, M., Luckett, B.G, Sellers, K., Ross, A, and Peters, E.S. Louisiana Air Monitoring Study (LAAMS): Changes in Indoor Air Quality after Enactment of a Statewide Smoking Ban in Restaurants. Report to Louisiana Campaign for Tobacco Free Living, New Orleans, LA, July, 2008.

Peters, E.S., Bronson, M., Lekht, A, Sellers, K., and **Harrington, D.J.**, 2007 Louisiana Air Quality Monitoring Study. Flight Attendant Medical Research Institute Annual Scientific Meeting, Miami, FL, May 14-16, 2007.

Professional Affiliations:

International Society of Exposure Science, 1997-present.

American Industrial Hygiene Association, Full Member, 2007-present

American Industrial Hygiene Association, Deep South Section, 2007-present

American Conference of Governmental Industrial Hygienists, Full Member, 2007-present

BIOGRAPHICAL SKETCHNAME: **Adrienne Katner**

eRA COMMONS USER NAME: akatner

POSITION TITLE: Associate Professor

EDUCATION/TRAINING

INSTITUTION AND LOCATION	DEGREE	Date	FIELD OF STUDY
University of California, Santa Cruz	B.A.	05/1994	Molecular, Cellular & Developmental Biology
University of Arizona	M.S.	05/1998	Soil, Water and Environmental Science
National Cancer Institute		10/2006	Pre-doctoral fellowship
University of California, Los Angeles	D.Env.	05/2011	Environmental Science and Engineering

A. PERSONAL STATEMENT

Dr. Katner's scholarly area of interest is air and drinking water quality, with a focus on exposures to heavy metals; exposure and risk assessment; and evaluation of environmental, educational and regulatory interventions with a goal towards informing policy and public health practices. Prior to entering academia, Dr. Katner worked at the National Cancer Institute's Occupational and Environmental Epidemiology Branch, where she completed a pre-doctoral fellowship; and at the Louisiana Office of Public Health (LOPH) for seven years, where she managed several state public health programs including: 1) Fish Advisories 2) Biomonitoring; 3) Occupational Health; and 4) Environmental Public Health Tracking (EPHT) programs. For the latter program, she won a \$3.4 million grant from the CDC to build a data network enabling data linkage to explore relationships between the environment and health.

Since entering academia in 2014, she has been PI or Co-PI on 15 grants worth over \$4.5 million. While Dr. Katner is an Early Stage Investigator, her research has been highlighted in 16 national media stories (including NBC, CBS, CNN, NPR, and PBS); 22 trade journal articles, and over 50 local news stories; and highlighted by the U.S. EPA, the U.S. Agency for Toxic Substances and Disease Registry (ATSDR), and the American Association for the Advancement of Science (AAAS). Her research was acknowledged as one of the top five "high-impact" papers among publications from 2015-2016 by the Journal of Environmental Justice; and another paper was selected by IWA Publishing for free open access "*based on its broad-scale importance to the water community and its potential interest to researchers in the developing world*". She has used her research to propel policy changes and government action, including a New Orleans Office of Inspector General report, which raised awareness of an "imminent risk" to residents from lead spikes in water after partial lead service line replacements. Dr. Katner's results from an investigation of New Orleans' lead in water levels can be found at: <http://sph.lsuhsu.edu/research/programs/lead-study/>. In 2017, her research was recognized by peer induction into the Delta Omega Public Health Honorary Society; and in 2021, with a NAS Early Career Fellowship in Human Health and Community Resilience. Her outreach and ongoing assistance to low-income and minority communities was recognized by local non-profits with a "Katrina Hero Award for Environmental Justice" (2015); a "Community Angel" award (2017); and a "Community Hero" award (2018). Dr. Katner's work with minority and underserved communities was highlighted on a PBS website for the series, the "Cloud and the Crowd". Dr. Katner is a member of the American Chemical Society, the American Public Health Association, and the Society of Toxicology.

Dr. Katner conducts community based participatory research (CBPR) and engages in citizen science campaigns to address the widespread issue of infrastructure injustice in Louisiana (LA). Within her first three years in academia, she was able to forge strong inter-disciplinary and multi-institutional collaborations with international leaders in infrastructure (Dr. Marc Edwards, Virginia Tech (VT)), environmental engineering (Dr. Kelsey Pieper, Northeastern University), toxicology (Dr. Howard Mielke, Tulane U), and environmental microbiology (Dr. Amy Pruden, VT). These collaborations have allowed her to carve out a nationally recognized research program in intervention evaluation, exposure assessment, disaster preparedness, and environmental justice. Her research crosses several disciplinary divides, touching on the fields of public health, policy and engineering. In the past few years, as she has been sought out by community advocates to investigate air and soil contamination, amongst a host of other problems. In addition, the frequency of natural disasters in her state has pulled her in to climate change impact research. She has been co-PI on three U.S. National Science Foundation (NSF) Rapid Response (RAPID) grants to explore the impacts of coastal and inland flooding and hurricanes on rural communities in Louisiana, Texas, Florida and North Carolina. Through this research she was able to characterize infrastructure impacts and water contamination after severe floods; characterize coastal communities' post-disaster needs; and evaluate government preparedness and response capacity. Based on her recommendations, the LOPH and LA Department of Natural Resources have adopted improvements to their online well registry database, and groundwater monitoring and reporting system to facilitate disaster-associated communications, and inform well water testing. In conjunction with several other Gulf coast-area universities, she has also been a co-PI on a NSF Engineering Research Center (ERC) Planning Grant to develop a flood- and hurricane-focused, interdisciplinary, community-based research agenda to address climate-associated problems in coastal communities.

Support from the NAS Early Career Gulf Research Fellowship has allowed Dr. Katner to investigate a subject dear to her heart, the impacts of air, noise and soil pollution from highways and industry to neighboring communities. Her investigation of the Interstate-10's environmental health impacts on residents garnered national scientific and media attention for her and her collaborator, Amy Stelly of Claiborne Avenue Alliance from President Joe Biden. Their research into the levels of particulate matter (PM₁₀, 2.5,1) in the air around the I-10 and associated health effects is an ongoing project.

Relevant Publications

1. **Katner A**, Stelly A, LeCompte E, Stallard C, Walsh I, Brisolara K. **2021**. Traffic-related pollutants and human health within the interstate-10 Claiborne Corridor: land use implications. *Environmental Health Perspectives Journal*. DOI: 10.1289/ehp.2021.
2. **Katner A**, LeCompte E, Stallard C, Walsh I, Brisolara K. **2020**. Traffic-related pollutants and human health within the I-10 Claiborne Corridor, New Orleans, LA: Land use implications. Report for the New Orleans City Council, the Claiborne Corridor Alliance, and the American Geophysical Union, Thriving Earth Exchange Program. LINK
3. Peluso V, Brisolara K, Capello H, Spence M, Gilliland A, **Katner A**. **2021**. Development, evaluation and enhancement of a transdisciplinary project-based and community-engaged environmental public health curriculum for primary and secondary students. *Journal of the Louisiana Public Health Association*. 2(1):43-55. LINK
4. **Katner A**, Brisolara K, Katner P, Jacoby A, Honore P. **2020**. Panic in the streets— Pandemic and protests: A manifestation of a failure to achieve democratic ideals. *New Solutions: A Journal of Environmental and Occupational Health Policy*. 30(3):161-167. DOI: 10.1177/1048291120960233 LINK
5. Gilliland AE, Gholson DM, Boellstorff DE, Pieper KJ, Straif-Bourgeois S, **Katner A**. **2020**. Natural disaster emergency response to private water well owner needs: Evaluation of a pilot outreach approach. *Journal of Environmental Health* 83(2):16-24. **Feature article for Sept 2020 National Preparedness issue.**
6. Diaz J, Brisolara K, Harrington D, Hu C, **Katner A**. **2020**. Environmental health impact of Hurricane Katrina on New Orleans. *American Journal of Public Health*. 110(10): 1480-1484. LINK **Katner A**, Lackovic M, Strevia K, Paul V, Trachtman C. 2015. Evaluation of available data sources to prioritize parishes for arsenic monitoring and outreach related to private well water. *J Public Health Management and Practice*, Mar.-Apr., 21(2):S93-S101. LINK
7. **Katner A**, Pieper K, Lambrinidou Y, Edwards M, Brown K, Hu C, Mielke H. **2016**. Weaknesses in drinking water regulations and public health policies that may impede lead poisoning prevention and environmental justice. *Journal of Environmental Justice*, 9(4):109-117. **(Top 5 “high-impact” paper for 2016-’18).**

Full List of Published Work: <https://www.researchgate.net/search.Search.html?type=publication&query=adrienne%20katner>

B. POSITIONS AND SCIENTIFIC APPOINTMENTS

Research Associate, UC Santa Cruz, Dept. Molecular, Cellular and Developmental Biology (6/92-1/95)
Research Associate, LSU Health (LSUHSC), Dept. Microbiology, Immunology and Parasitology (3/95-5/96)
Research Associate, U Arizona, Dept. Soil, Water and Environmental Science (5/96-6/98)
Research Associate, LSU Health, Cytogenetics Diagnostic Laboratory (8/98-11/98)
Research Associate, LSU Health Dept. Urology (12/98-8/02)
Research Associate, UCLA, Center for Environmental Risk Reduction (12/02-12/04)
Pre-Doctoral Fellow, NIH, NCI, Occupational and Environmental Epidemiology Branch (3/05-11/06)
Environmental Health Scientist, Louisiana Dept of Health, Office of Public Health (11/06-12/13)
Assistant Professor, LSU Health, School of Public Health (1/14-6/2020)
Associate Professor, LSU Health, School of Public Health (7/2020-present)

C. ACTIVE RESEARCH SUPPORT

U.S. Environmental Protection Agency (EPA), 83937501 (7/18-6/22) **\$2,476,875**
Transdisciplinary Research into Detecting and Controlling Lead in Water: Build internet-based risk model, and web-based data warehouse and visualization platform to assist communities in evaluating lead in water hazards. **Role: CoPI (15%)**

Louisiana Cancer Prevention and Control (Contract WO#36)(07/20-03/22) **\$75,000**
Cancer Surveillance Study in St. John Parish (CRISP) Study: Biomonitoring and air monitoring feasibility study. **Role: PI (2%)**

NASA EPSCoR, 20-2020EPSCoR-0016 (10/20-9/23) **\$750,000**
Satellite-Assisted Forecasting Environment for Improving Oyster Safety (SAFE Oyster): Develop a NASA Satellite-Assisted Forecasting Environment, SAFE Oyster (an automated decision support system), for monitoring environmental indicators of potential oyster safety threats and mapping and managing oyster safety risk levels in Louisiana. **Role: Investigator (4%)**

National Academies of Sciences (NAS) Gulf Fellowship 200001347 (9/21-10/23) **\$76,000**
Early Career Research Fellowship- Human Health and Community Resilience: To recognize past performance of early-career scientists, engineers, and health professionals with superior scholarship promise working on environmental and human health issues in the Gulf region. Facilitates researchers’ academic, intellectual, and professional development. **Role: PI (2%)**

National Science Foundation (NSF), 212526 (10/1/21-9/30/24) **\$249,191**
Smart and Connected Communities (SCC) Grant: Toxic free footprints to improve community health: Develop a sensor network that provides shared air quality data; a real-time AI to assess and forecast air pollution exposure and support multiple-level decision-making; and a social-network-based community intervention strategy co-designed by, tailored for, and implemented with communities. **Role: Co-PI (15%)**

Jeanell Daigre Sullivan

Ex. 6 Personal Privacy (PP)

Leadership Experience	<p>Science Department Co-Chair • Lusher Charter School, New Orleans, LA • 5/18 – present</p> <p>Working with a co-chair to lead a department of 10 teachers</p> <ul style="list-style-type: none">• Managing an annual budget of approximately \$50,000• Organize and facilitate biweekly department meeting• Interview and hire science teachers in conjunction with administrators <p>AP Environmental Science Grader • Educational Testing Services • 6/21 – present</p> <p>Score AP Environmental Science exams.</p> <p>Differentiated Instruction Coach • St. Scholastica Academy, Covington, LA • 8/11 – 5/14</p> <p>Provided instruction and support to assist teachers in meeting school-wide goal of differentiated instruction (DI) in the classroom.</p> <p>Grant Writer • Lusher Charter School, New Orleans, LA • 5/18 – present</p> <p>St. Scholastica Academy, Covington, LA • 8/11 – 5/14</p> <ul style="list-style-type: none">❖ Brown Foundation Service-Learning Grants - \$60,000❖ Brown Foundation Support STEM Grant - \$18,500❖ National Girls Collaborative STEM Grant - \$1000❖ Louisiana Environmental Education Commission - \$15,000 <p>Mentor • PeopleSoft, Pleasanton, CA • 7/2000 – 8/2001</p> <p>Supervise and instructed interns in the usability group. Planned and facilitated weekly meeting to provide performance feedback.</p> <p>Research Technologist • University of Washington, Seattle WA • 11/94 – 5/95</p> <p>Supervised and instructed eight undergraduate students conducting research in the lab. Instruction included protocol development, surgical techniques, and data collection methodologies.</p> <p>Lead Teaching Assistant • Miami University, Oxford OH • 8/92-8/94</p> <p>Provided guidance to teaching assistants for an anatomy and physiology lab classes.</p>
Teaching Experience	<p>Science Teacher • Lusher Charter School, New Orleans, LA • 8/15 – present</p> <p>Currently providing differentiated instruction in AP Environmental Science, AP Biology and PLTW Environmental Sustainability. Past courses include honors environmental science, and chemistry.</p> <p>Developing an environmental science program employing project-based learning and STEM practices. Students collaborate with nonprofits and universities to solve local environmental problems.</p> <p>Science Teacher • St. Scholastica Academy, Covington, LA • 8/09 – 7/15</p> <p>Provided differentiated classroom instruction for, 8th grade physical science, 9th grade biology and an Environmental Science elective.</p> <p>Developed an environmental science program employing project-based learning and STEM practices. Students collaborate with nonprofits and universities to solve local environmental problems.</p> <p>Teaching Assistant • Estes Hills Elementary, Chapel Hill, NC • 8/05 – 5/06</p> <p>Assisted teacher to provide instruction in a kindergarten and third grade classrooms.</p> <p>Anatomy and Physiology Lab Instructor • Miami University, Oxford, OH • 8/92 – 5/94</p> <p>Provided instruction for an Introduction to Anatomy and Physiology class.</p>
Co-curricular Activities	<p>Key Club Moderator • Lusher Charter School, New Orleans, LA • 8/15 – present</p> <p>St.Scholastica Academy, Covington, LA • 8/09 – 7/15</p> <p>Grow Dat Liaison • Lusher Charter School, New Orleans, LA • 8/15 – present</p>

Students for Environmental Action Moderator • Lusher Charter School, New Orleans, LA • 8/15 – present

**Research
Experience**

Usability Engineer • PeopleSoft Inc., Pleasanton CA • 7/2000 – 8/2001

Worked with multidisciplinary team to develop the usability effort for eRecruit.

- ♦ Conducted usability research for development of PeopleSoft navigation including card sorting activities, focus groups, and lab studies.

Contract Usability Engineer • Microsoft Corporation, Redmond WA • 1/96 – 3/2000

(Contract with Comforce Professional Resources, 4002 148th Ave NE, Redmond WA 98052)

Responsible for usability research for MS Office 10 Data Components.

- ♦ Worked with program management to develop a research strategy for Office 10 Data Components. Responsible for implementing all aspects of the research.
- ♦ Worked with program management to translate user needs into product features
- ♦ Contributed to design iterations with testing data.

Conducted usability research for MS Excel and MS Office Data Components.

- ♦ Designed and conducted lab studies to support design efforts for most features of Graph 97, Excel 97, Excel 2000, and Office 2000 Data Components.

Research Technologist • Fred Hutchinson Cancer Research Center, Seattle WA • 5/95 - 12/95

Developed a PCR assay to detect fungal infections in bone marrow transplant patients.

Research Technologist • University of Washington, Seattle WA • 11/94 – 5/95

Conducted research to determine the role of insulin in obesity.

Patents

US Patent Number 7,237,186 ♦ Androski, Matthew; Lowry, Kent R.; Frank, Brian; Sullivan, Jeanell
System and Method for editing a spreadsheet during a mouse drag operation. 6/26/07

US Patent Number 6,529,217 ♦ Maguire, III Justin M.; Stearns, David L.; Sullivan, Jeanell D.; Verprauskus, Andrew J.; Zhu, Wenli.
System and method for graphically displaying a set of data fields. 3/4/03

US Patent Number 6,549,878 ♦ Lowry, Kent R.; Igra, Mark S.; Frank, Brian; Sullivan, Jeanell D.; Maguire, III Justin M.; Androski, Matthew J.
System and method for editing a spreadsheet via an improved editing and cell selection model. 4/15/03

Publications

Mobberley, P.S., Sullivan, J.L., Angus, S.P., Kong, X., and Pennock, D.G. ♦ New Axonemal Dynein Heavy Chains from *Tetrahymena thermophila* ♦ J. Euk. Microbiol., 46(2), 1999, pp147-154.

Sullivan, J.L., Ludmann, S.A., Hamasaki, T., Pennock, D.G. Analyses of 22S Dynein Binding to *Tetrahymena* Axonemes Lacking Outer Dynein Arms. J. Euk. Microbiol., 43(1), 1996, pp 5-11.

Daigre, J.L., Ludmann, S.A. Hamasaki, T., and Pennock, D.G. Wild-type 22S Dynein Binds and Restores Microtubule Sliding in Mutant *Tetrahymena* Axonemes Lacking Outer Dynein Arms. Molecular Biology of the Cell 1993,V4:S, 271a.

Education

Master of Science, Zoology

Miami University, Oxford, OH. 1994

Bachelor of Arts, Biological Science

University of New Orleans, New Orleans, LA. 1992

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Trapido, Edward

eRA COMMONS USER NAME (credential, e.g., agency login): ETRAPIDO

POSITION TITLE: Associate Dean for Research, and Professor and Wendell Gauthier Chair of Cancer Epidemiology

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE (if applicable)	Completion Date MM/YYYY	FIELD OF STUDY
State University of New York	BA	1973	Psychology
University of North Carolina, Chapel Hill	MSPH	1974	Parasitology/Lab
Harvard University-School of Public Health	ScM	1976	Epidemiology
Harvard University-School of Public Health	ScD	1981	Epidemiology
American College of Epidemiology	FACE	2003	Epidemiology

A. Personal Statement

Dr. Edward Trapido is Associate Dean for Research at the Louisiana State University School of Public Health, Professor and Wendell Gauthier Chair for Cancer Epidemiology, and the Deputy Director for Population Science in the Stanley S. Scott Cancer Center. He is also the Founding President of the Epidemiology Foundation, a 501c3 organization for the American College of Epidemiology. Before joining LSU, Dr. Trapido was at the U.S National Cancer Institute, as Deputy Director for International Cancer Control in the Office of the NCI Director, and before that, Associate Director of the Epidemiology and Genetics Research Program within NCI's Division of Cancer Control and Population Sciences. Dr. Trapido served as the NCI liaison to the post 9/11 World Trade Center first responders' studies. Before 2004, and between 2008-2011, Dr. Trapido was Professor and Vice-Chair of the Department of Epidemiology and Public Health at the University of Miami Miller School of Medicine. He ran Department's entire teaching and degree- granting program.

B. Positions, Scientific Appointments, and Honors

2015-	Chair, Steering Committee for Tobacco Free Florida for the Louisiana Cancer Research Consortium
2015-2017	Chair, Deepwater Horizon Research Consortium
2014	NIEHS-EPA Reviewer of Applications for "Social Determinants of Environmental Health Centers
2014-	Developer of Bachelors of Science in Public Health (BSPH) degree program, LSUHSC and LSU A&M
2014	Appointed as advisor to the International Atomic Energy Agency's Program on Action for Cancer
2013-2014	Approved as member of Society of Behavioral Medicine (SBM) and Liaison between American College of Epidemiology and SBM 2013 External Advisory Committee, Clemson University
2012-13	President and Chairman of the Board of Directors, American College of Epidemiology
2012-13	Editor in Chief, Epidemiology (OMICS) on line 2012 NIEHS Grant Reviews: Oceans and Health P01 Applications, Fogarty International Center, R03 Applications 2011, 2012 Planning Committee, ASPH Associate Deans Annual and Semi-Annual Meetings
2011-	Executive Leadership Council, New Orleans American Cancer Society
2011-	Associate Editor, Annals of Epidemiology
	Steering Committee: International Cancer Control Congress IV
2010-	Director of Evaluation for Programme of Action for Cancer Therapy, International Atomic Energy Agency, (Vienna, Austria)
2010-2011	Co-Director, Gulf Health Research Consortium

2010- Coordinator for Research on the Gulf Oil Spill, LSU Health Sciences Center
 2010- Associate Dean for Research, LSU School of Public Health
 2010-2011 Co-Director, US Japan Cancer Consortium on Tobacco and Alcohol Biology, Epidemiology, Prevention and Control, and Policy

C. Contributions to Science

Research on the Deepwater Horizon Spill in the Gulf of Mexico and other Disasters

The Deepwater Horizon Oil Spill (DHOS) is the largest oil spill in U.S. history, negatively affecting Gulf Coast residents and the surrounding ecosystem. No studies have evaluated the potential physical health effects of this spill on the Gulf Coast community. Baseline data from a cohort of 2,852 adult women enrolled in the Women, and Their Children's Health study were analyzed. Both physical/environmental exposure and economic exposure were considered. High physical/environmental exposure was significantly associated with all of the physical health symptoms, with the largest magnitudes of effect among burning in nose, throat or lungs (OR 4.65, 95% CI 3.10, 6.97), sore throat (OR 4.50, 95% CI 2.84, 7.13), and wheezing (OR 4.34, 95% CI 3.00, 6.27). Women whom had high economic exposure were significantly more likely to experience wheezing; headaches; watery, burning, itchy eyes; and stuffy, itchy, runny nose. Since there are no long term studies following exposure to an oil spill, and spills continue to occur, this study should become increasingly important as our (collected) biomarkers are analyzed, and long-term human health is assessed.

My role was as the Principal Investigator. NIEHS 1U01ES021497-01.

1. Nugent N, Gaston SA, Perry J, Rung AL, Trapido EJ, Peters ES. PTSD symptom profiles among Louisiana women affected by the 2010 Deepwater Horizon Oil Spill: A latent profile analysis. *J Affect Disord*. 2019 May 1;250:289-297. doi: 10.1016/j.jad.2019.03.018. Epub 2019 Mar 6.
2. Rung AL, Oral E, Fonham E, Harrington DJ, Trapido EJ, Peters ES The Long-Term Effects of the Deepwater Horizon Oil Spill on Women's Depression and Mental Distress. *Disaster Med Public Health Prep*. 2019 Apr;13(2):183-190. doi: 10.1017/dmp.2018.14. Epub 2018 Feb 15. PMID: 29444728
- 3, Gaston SA, Volaufova J, Peters ES, Ferguson TF, Robinson WT, Nugent N, Trapido EJ, Rung AL. Individual-level exposure to disaster, neighborhood environmental characteristics, and their independent and combined associations with depressive symptoms in women. *Soc Psychiatry Psychiatr Epidemiol*. 2017 Sep;52(9):1183-1194. doi: 10.1007/s00127-017-1412-y. Epub 2017 Jun 27.

Cancer in St. John Parish, Louisiana

The Cancer Reporting In St. John Parish (CRISP) project was conducted by the School of Public Health, LSU Health Sciences Center New Orleans in cooperation with the Louisiana Department of Health to address concerns regarding cancer reporting and occurrences associated with exposure and proximity to the Denka Performance Elastomer facility, formerly DuPont facility, in St. John the Baptist Parish. In March 2018, the University Network for Human Rights (UNHR) organization surveyed a sample of residents in a 2.5-kilometer radius around the Denka facility and released an executive summary report entitled "Waiting to Die: Toxic Emissions and Disease Near the Louisiana Denka / DuPont Plant". Due to the reporting of increased cancer prevalence in "Waiting to Die," there is concern from the St. John Parish community that the Louisiana Tumor Registry (LTR) data is incomplete and therefore, the LTR-reported cancer incidence rates around the Denka facility on the census tract level are underestimated.

Between January 2020 and January 2021, the CRISP project was conducted by the School of Public Health, LSU Health Sciences Center to address concerns regarding cancer occurrences associated with proximity to the Denka Performance Elastomer facility, formerly DuPont facility, in St. John the Baptist Parish. The main objective of this project was to verify the completeness of cancer reporting in St. John Parish.

Results: No reportable cancers were identified through community reporting that were not already contained in the LTR data. This meant that the rates were not found to be significantly different from those in Louisiana as a whole. However, Louisiana has among the highest rates of cancer in the nation, in part because of environmental exposures. Cancer is not the best endpoint to link to environmental exposures, because of the long latency period and the difficulty of measuring exposures over time

The final report is referenced below:

<https://louisianacancer.org/wp-content/uploads/2021/06/CRISP-Final-Report-2021-05-28.pdf>

Ex. 6 Personal Privacy (PP)

PROFESSIONAL EXPERIENCE

Planning, Urban Design & Redevelopment

ADVOCACYPLANNING | Claiborne Avenue Alliance

Areas of Practice

- Civic Engagement
- Resiliency
- Sustainability
- Urban Farming

CITYPLANNING, URBANDESIGN & REDEVELOPMENT | City of West Palm Beach, Florida

Areas of Practice

- Urban Design
- Redevelopment
- Civic Engagement Projects

BEAUTIFICATION | Palm Beach County, Florida

Areas of Practice

- Streetscape & Open Space Design

PROFESSIONAL TOUR GUIDING | New Orleans

ARCHITECTURE

Duany Plater-Zyberk & Company | Miami

Grafton Architects | Miami

Hewlett-Mack Interiors | New Orleans

Perez Architects | New Orleans

INNOVATION & PRODUCT DEVELOPMENT

Landis Strategy & Innovation | Palm Beach Gardens, Florida

GRANTS MANAGEMENT

Florida Department of Agriculture, Division of Forestry

Quantum Foundation | West Palm Beach, Florida

Palm Beach County Neighborhood Partnership Grants | Palm Beach County, Florida

Awards: \$18,210

\$25,000

\$57,500

FINE ARTS

Exhibitions

6th Annual African American Fiber Arts Exhibition | Charleston, SC

Ma Louisiane: What Makes Louisiana French? Local Life, Towns, Architecture and Cuisine | New Orleans

2012 MOJA Arts Festival: A Celebration of African American and Caribbean Arts | Charleston, SC

Mermaids in Black Folklore | Charleston, SC

Gators Galore | West Palm Beach, FL

Art, Spirit and Text | Stuart, FL

Gardens Art in Public Places | Palm Beach Gardens, FL

Architectural Follies, Museum of Art | Ft. Lauderdale

Armory Art Center Multi-Cultural Art Exhibit | West Palm Beach, FL

EDUCATION

University of Pennsylvania | B.A. History of Art

University of New Orleans | Certificate in Redevelopment Finance

Tulane School of Architecture

Water Environment Federation | Certified Green Infrastructure Professional

Philadelphia

New Orleans

New Orleans

PRESS

Archinect News: [What happens if we view President Biden's \\$2 trillion infrastructure plan through a social lens?](#)

Biz New Orleans: [Treme Planner Says It's Time to Remove the Claiborne Expressway](#)

Biz New Orleans (Biz Talks): [Over the Overpass -- Activist Says It's Time to Remove the Claiborne Expressway](#)

Bloomberg: [What It Looks Like to Reconnect Black Communities Torn Apart By Highways](#)

The Boston Globe: [Addressing a 'racist highway' in New Orleans is part of Biden's infrastructure plan](#)

Chicago Reader: [Local leaders and advocates agree: Biden's \\$2T infrastructure package would be great for Chicago transportation](#)

Common Edge: [Manifesto for Claiborne](#)

Fast Company: [These are America's worst highways—and it's time to destroy them](#)

Fast Company: [Cities want to tear down these urban highways—and Biden can help](#)

infobae: [Biden seeks to use an infrastructure plan to address racial inequities \(Biden busca usar un plan de infraestructura para abordar las inequidades raciales\)](#)

Land Lines: [Deconstruction Ahead](#)

[The Lens](#)

The New York Times: [Can Removing Highways Fix America's Cities?](#)

The New York Times: [Biden Seeks to Use Infrastructure Plan to Address Racial Inequities](#)

Pew Stateline: [Advocates Rally to Tear Down Highways That Bulldozed Black Neighborhoods](#)

Texas Observer: [The Road Home](#)

Vice News: [America's Oldest Black Neighborhood Is Fighting Racist Infrastructure](#)

The Washington Post: [A woman called for a highway's removal in a Black neighborhood. The White House singled it out in its infrastructure plan.](#)

The Washington Post: [Power Up: Buttigieg gets another shot at focusing on communities of color in infrastructure push](#)

The Washington Post: [The Daily 202: Polls find Biden broadly popular, but highlight deep doubts about democracy](#)

WBUR: [How A Black Neighborhood In New Orleans Fits Into Biden's Plan To Fix Urban Design Inequities](#)

World Journal: [Biden's fight for infrastructure roads, state "racist highways" can be demolished \(拜登拚基建](#)

[路州「種族主義公路」能拆了\)](#)

WWNO: [Louisiana Considered: The Louisiana Center for the Blind's Toxic Culture, The Claiborne Expressway](#)

BBC Worldwide
Black and White
Charleston City Paper
The Louisiana Weekly
Lumpen Radio
The Miami Herald
Miami Review
Mid-City Messenger

New Times
Palm Beach Post
Sun Sentinel
WDSU TV
WGNO TV
WTUL Radio
WWL TV